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ABSTRACT

Because attaining citizenship skills remains the principal goal of social studies, this unit was designed to highlight the founding of the U.S. Constitution and the Bill of Rights in a manner appropriate to both primary and intermediate elementary children. Each lesson includes objectives, materials, and procedures, as well as supplementary materials which may be duplicated for student use. Student awareness of the need for rules and laws is developed through the activities in lesson one. Lesson two helps students recognize reasons for settling the original 13 colonies and identify their locations. Students become informed about the events leading to independence and the contents of the Declaration of Independence in lesson three. In lesson four, students develop the understanding that everyone benefits from cooperation. Students identify events that led to the writing of the U.S. Constitution which developed a strong government in lesson five. An investigation of the purposes and structure of the U.S. Constitution and the Bill of Rights is carried out in lessons six and seven. A classroom constitution reflecting the rights and responsibilities of students is created through a mock constitutional convention is lesson eight. In lesson nine, students plan a celebration for the 200th anniversary of the U.S. Constitution. Students will demonstrate their understanding of the unit through a test in lesson 10. A bibliography is included. A copy of the U.S. Constitution and the Bill of Rights is appended. (SM)

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INTRODUCTION

The United States Constitution is America's most important federal document. It is in The Constitution that the fundamental rights of American citizenship are guaranteed.

Because attainment of citizenship skills remains the principal goal of K-12 social studies, the bicentennial years of our Constitution and Bill of Rights (1887-1991) should be celebrated in classrooms across the nation.

The purpose of this unit is to highlight the founding of The Constitution and the Bill of Rights in a way which is appropriate for both primary and intermediate elementary children. Each lesson includes objectives, materials, and procedures, as well as supplementary materials which may be duplicated for student use.

Lesson 1: Why We Have Laws

Objectives:

Students will recognize the need for rules.

Students will understand that rules protect the rights of each person.

Students will realize that countries have rules called laws which protect the rights of individuals.

Materials:

4-6 baggies with 20-24 beans in each bag

Procedure:

1. Explain to students that they will play a new game called "Beans in a Bag."

2. Separate the class into 4-6 small groups. Assign each group to an area of the room where a small bag of beans is located.

3. When group members are in their assigned areas, instruct each group to begin playing the game. Do NOT provide game instructions.

4. Allow time for groups to discover that there are no directions or rules for the game. (Some groups may begin to develop their own rules, sit quietly, or assertively complain.)

5. At this point, direct the class to meet in a large group to discuss their game experiences.

6. Emphasize the fact that groups of people, like players of a game, have rules for their members to follow. Examples of family, class, and school rules can be shared.

7. Have students generate reasons why rules are needed.

8. Read one of the following books:

Winn, Marie. Shiver, Gobble and Snore. New York: Simon and Schuster, 1971.

Cauley, Lorinda B. Goldilocks and the Three Bears. New York: G. P. Putnam's Sons, 1981.

Burningham, John. Mr. Gumpy's Outing. New York: Rinehart and Winston, 1970.

Lesson 1 continued

9. Discuss story events by:

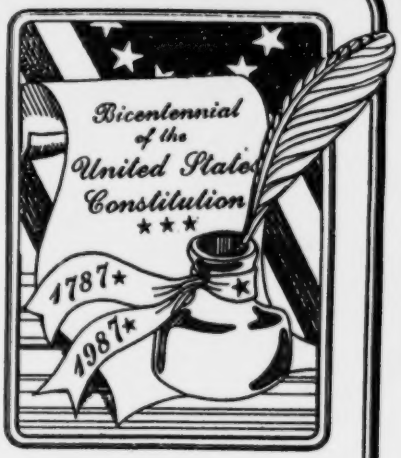
stating the rules or laws established in the story,

identifying those who didn't follow the rules or laws,

sharing ideas about possible reasons why the rules or laws were not followed,

analyzing the consequences of not following rules or laws.

Lesson 2: The Original 13



Objectives:

Students will identify the location of Great Britain and the original thirteen colonies.

Students will recognize the reasons for the settlement of the original thirteen colonies.

Materials:

Transparencies: Western Europe and North America
The Thirteen Colonies

4 transparency pens: brown, blue, red, green

Student copies of the map "The Thirteen Colonies" and the poem "The Thirteen Original Colonies"

Crayons

Procedure:

1. Introduce the lesson by asking students, "Who were the original inhabitants of North America?" Discuss students' perceptions of Native Americans living in North America prior to the colonial settlement.

2. Ask students to identify the first settlers of North America. After collecting and discussing their ideas, review the following information using a story format and the lesson transparencies and pens.

(Project the transparency "Western Europe and North America."

Before any Pilgrims or pioneers settled in North America, various tribes of Native Americans built villages, hunted, and, in some cases, farmed the land we now call the United States.

(Put a brown X on the continent of North America.)

In Europe, some people were dissatisfied with their lives. They couldn't worship as they wanted. They wanted new opportunities for freedom.

(Put a blue X on the country of Great Britain.)

At first a group of British colonists settled Jamestown in the present-day state of Virginia.

(Draw a blue line from Great Britain to the North American east central coast.)

Later the Puritans, or Pilgrims, settled Plymouth Colony in the present-day state of Massachusetts.

(Draw a red line from Great Britain to New England.)

Lesson 2 continued

3. Distribute copies of "The Thirteen Colonies" and have the students write their names at the top. Project the transparency "The Thirteen Colonies."

   The Pilgrims moved out from Massachusetts and founded other colonies in the present-day states of Rhode Island, New Hampshire, and Connecticut.

   (Draw three red marks on those states. Have the students draw three red marks on their maps.)

   While the British were settling New England, settlers from Netherlands founded New York and New Jersey.

   (Project the transparency of Western Europe and North America to locate Netherlands. Draw a green line from Netherlands to eastern North America. Have the students draw two green marks on present-day New York and New Jersey.)

   Settlers from Sweden founded the present-day states of Delaware and Pennsylvania.

   (Draw a yellow line from Sweden to North America. Have students draw yellow marks on the present-day states of Delaware and Pennsylvania.)

   Later these lands came under the control of the British even though they were founded by people from Sweden and Netherlands.

   (Have students make blue marks over the top of the green and yellow marks.)

   Through gifts of land from the King of England, the southern colonies of Georgia, North Carolina, South Carolina, Maryland, and Virginia were founded. Many people from Europe and the other colonies moved in to settle these lands.

   (Draw an additional five blue marks on these present-day states.)

4. Distribute copies of the poem "The Thirteen Original Colonies." Conclude the lesson by reading and discussing the poem as a review of the historical information with this lesson. The poem could be used as a choral reading experience. Some students may wish to memorize it.

THE THIRTEEN ORIGINAL COLONIES

From Britain they came to settle Jamestown
And establish Virginia ruled by the Crown.

The Pilgrims then came to this land 'cross the sea,
To set up their homes in a place that was free.

In old Massachusetts the Pilgrims first docked
The Mayflower ship at historic Plymouth Rock.

When old Massachusetts had prospered and spread,
To Connecticut, Rhode Island, New Hampshire, they fled.

New York and New Jersey were Dutch claims 'twas thought,
But the British took over with scarcely a shot.

Pennsylvania was owned by a Quaker named Penn
Who also ruled Delaware, a gift from a friend.

Lord Baltimore governed old Maryland as free
From religious restrictions banned by decree.

Georgia was settled by Oglethorpe's friends
Where debtors and prisoners could make their amends.

Carolinas were deeded from Charles the Second,
To eight favorite nobles who signed when he beckoned.

From Britain they came to settle all these,
The thirteen original colonies.

Transparency: Western Europe and North America

10

11

THE THIRTEEN COLONIES

Name _____

THE THIRTEEN COLONIES

Lesson 3: The Declaration of Independence

Objectives:

Students will become informed about the events leading to independence from Great Britain.

Students will become informed about the message contained in the Declaration of Independence.

Materials:

One set of 7 event cards related to independence from Great Britain

Student copies of historical characters and The Declaration of Independence

Magnetic tape or felt

Procedure:

1. Using the event cards, share the background information with students:

EVENT CARD 1: GEORGE III BECAME KING OF ENGLAND

King George III came to the throne in 1760. In 1763 he instructed the British Parliament to pass laws aimed at retiring the debt incurred by the French and Indian War (1763). Parliament passed laws restricting the freedoms of the American colonies.

EVENT CARD 2: BRITISH PARLIAMENT PASSED THE SUGAR, QUARTERING, AND STAMP ACTS

The Quartering Act requiring colonists to house British troops, the Sugar Act taxing molasses coming into the colonies, and the Stamp Act taxing newspapers and legal documents were imposed on the American colonies by the British Parliament.

The colonists bitterly opposed the new taxes. Because they were not represented in Parliament, they felt the taxes were unjust. "Taxation without representation is tyranny" became the slogan for the colonies. To protest the British laws, the colonists boycotted British goods coming to the colonies. They also formed secret clubs, like the Sons of Liberty, which threatened violence to prevent the enforcement of the new laws.

EVENT CARD 3: BOSTON TEA PARTY

In 1767 the British Parliament passed the Townshend Acts which taxed lead, paint, paper, and tea imported to the colonies. As tension mounted, the British sent troops to New York City and Boston. After the Boston Massacre of 1770, the British repealed the Townshend Acts with the exception of the tea tax. In 1773, Parliament passed The Tea Act which enabled the English East India Company to pay the Townshend tax and still sell tea cheaper in the colonies than could the Dutch.

Colonists refused to buy or sell this tea. In December 1773, a group of colonists dressed up as Indians boarded East India Company ships in the Boston harbor and threw the tea into the harbor. This event has come to be known as the Boston Tea Party.

EVENT CARD 4: THE INTOLERABLE ACTS PASSED BY BRITISH PARLIAMENT

Because of the Boston Tea Party, the British Parliament passed the Intolerable Acts to punish the colonies. These acts gave the British Royal Governor more power in Massachusetts, closed the Boston harbor, and required colonists to house and fee British soldiers.

EVENT CARD 5:

Because of these laws, the First Continental Congress, represented by twelve colonies, met in Philadelphia in September 1774. Attended by many prominent colonists, the First Continental Congress sought the repeal of the British Intolerable Acts and vowed that British goods would not be used. Trade with Great Britain would also be suspended until the British Acts were changed. Seeking these changes in the laws, rather than independence, the colonists framed a Declaration of Rights, affirming the rights of the colonists to draw up their own laws on all affairs except foreign trade.

EVENT CARD 6: SECOND CONTINENTAL CONGRESS MEETS TO ORGANIZE FOR WAR

British policy did not change. By spring of 1775, British troops and the Massachusetts Militia, or Minutemen, had already engaged in fighting at Lexington and Concord. The Second Continental Congress convened on May 10, 1775, at Philadelphia. Taking on the duties of a government, the Congress united the colonies for war. An army was organized under the leadership of George Washington, who appeared before Congress dressed in military uniform.

EVENT CARD 7: THE DECLARATION OF INDEPENDENCE IS SIGNED

Because all appeals to the crown for just treatment were denied, the Second Continental Congress proceeded to officially dissolve all formal relations with Great Britain. On June 10, 1776, Congress voted to name a committee to write a declaration of independence. Composed of John Adams, Benjamin Franklin, Thomas Jefferson, Robert R. Livingstone, and Roger Sherman, the committee worked for two weeks. Thomas Jefferson wrote the draft with Franklin and Adams suggesting minor literary changes.

On July 4, 1776, the Second Continental Congress approved the Jefferson draft with a few minor changes. As president of Congress, John Hancock signed the document first. Eventually 56 members of Congress signed it.

Lesson 3 continued

2. Provide students with copies of the historical characters to color and cut out. By placing adhesive magnetic tape on the back of each character, a metal surface, such as a file cabinet, can be used to retell the story. Students may wish to use newsprint to draw background scenery. Divide students into groups of twos or threes and have them tell the story of American independence using the historical characters. A key is provided.

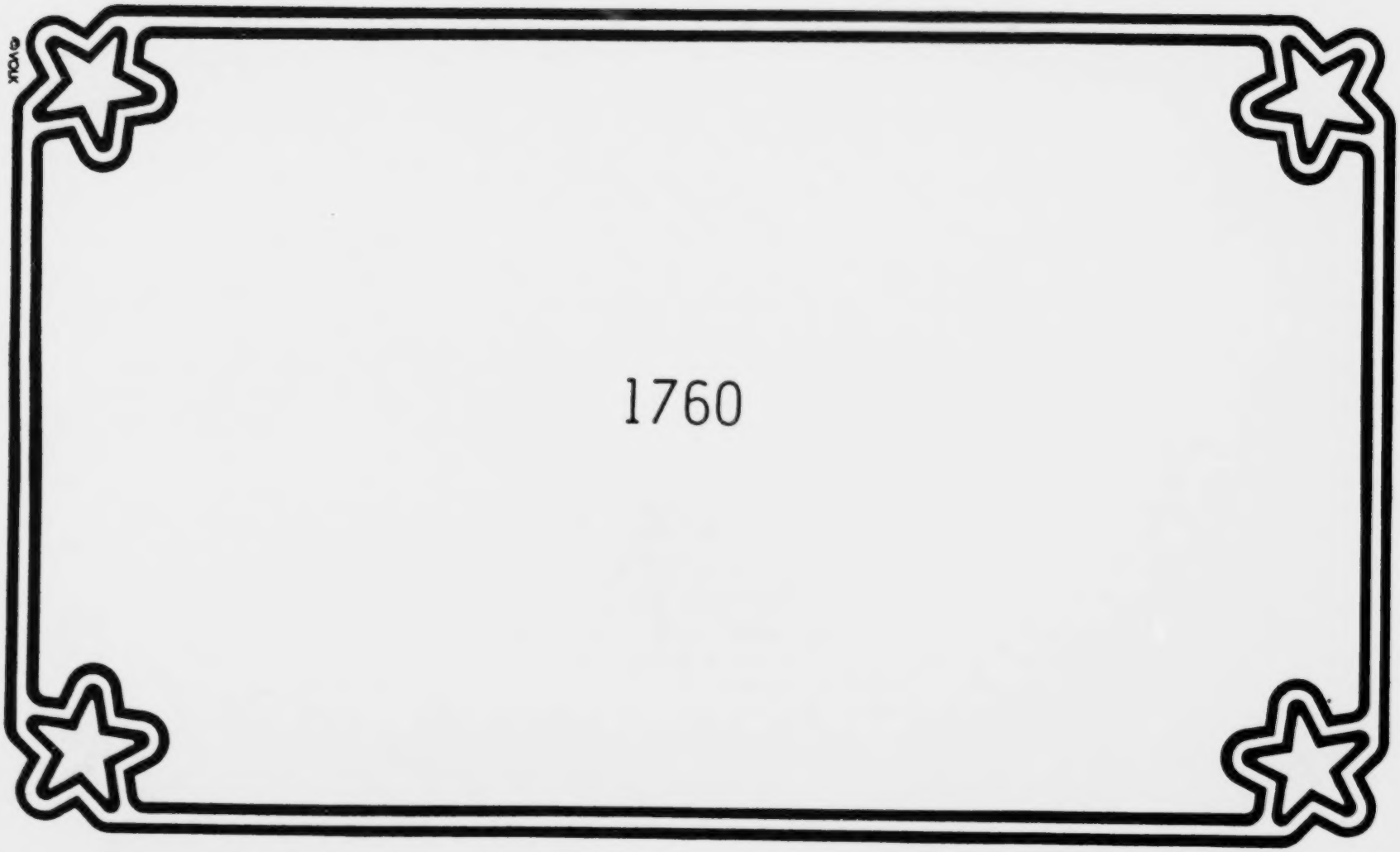
3. Following the storytelling, review the events leading to the Declaration of Independence by displaying the seven EVENT CARDS in scrambled order. Have students read each event. As a class, place the events in order, giving special emphasis to the cause and effect relationship between events.

4. Distribute student copies of the Declaration of Independence. Discuss the following points:

> The document has four parts: The Preamble, a Declaration of Rights, a Bill of Indictment, and a Statement of Independence.
>
> John Hancock's signature is written very large. Tradition has it that he wrote very big so King George could read his name without his spectacles.
>
> Ben Franklin is reported to have said, "We must all hang together or we will all hang separately." Discuss the meaning of this statement.
>
> Ask students to find the signature of George Washington. (He did not sign it because he was in New York City on July 4.)

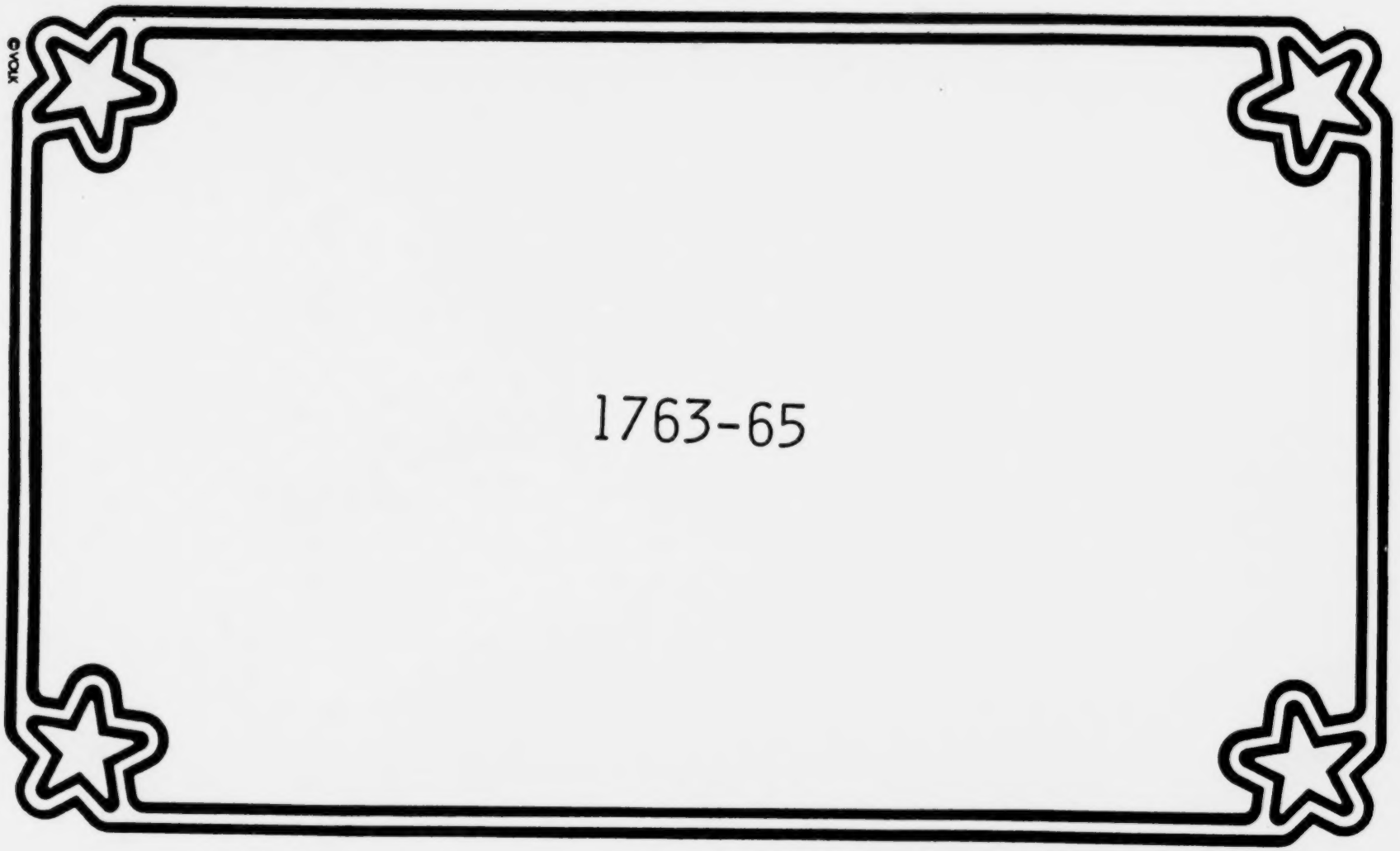
5. Encourage interested students to memorize the Declaration of Rights from The Declaration of Independence: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain inalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness."

GEORGE III BECAME
KING OF ENGLAND

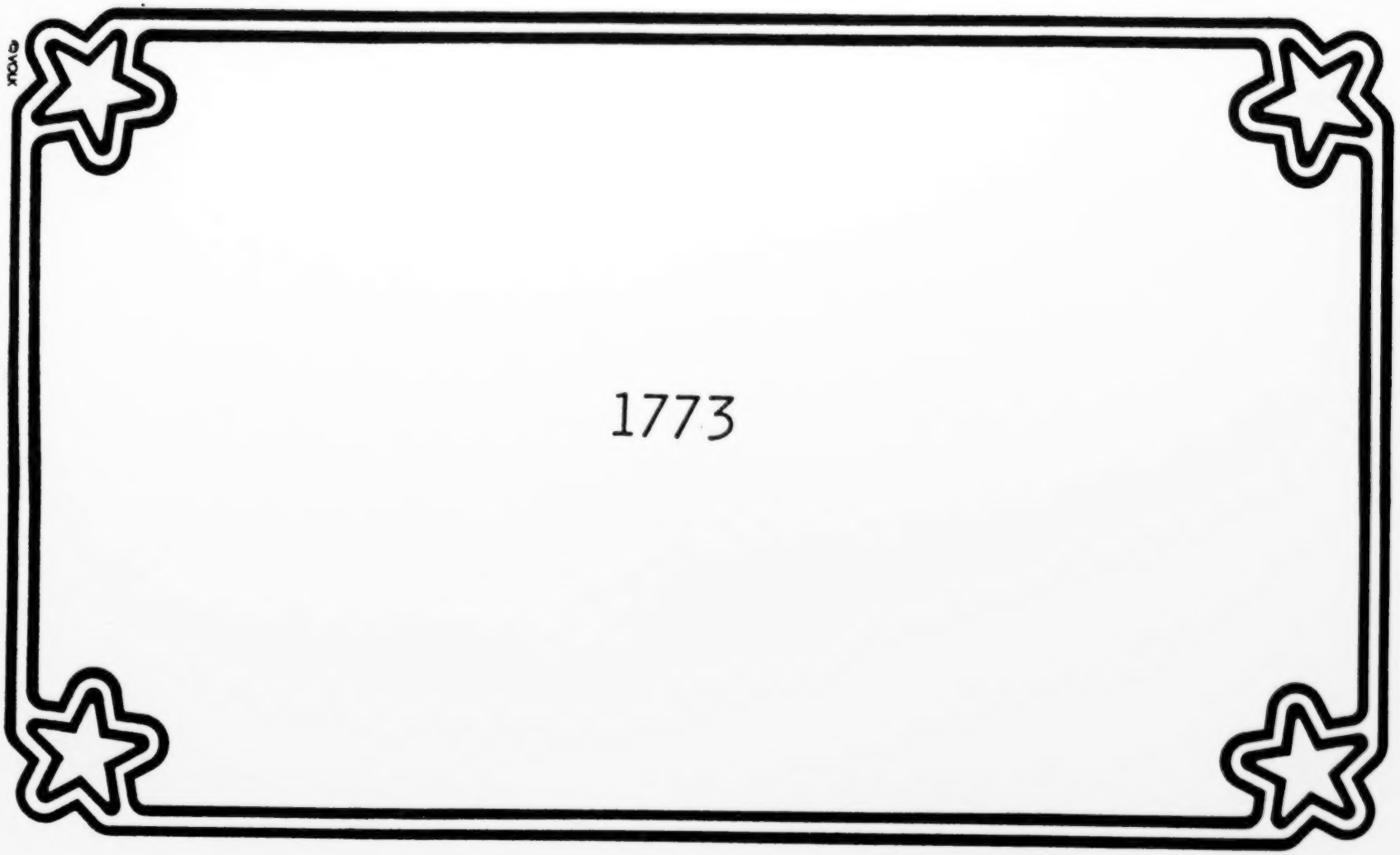

1760

BRITISH PARLIAMENT PASSED THE

SUGAR, QUARTERING, AND STAMP ACTS


1763-65

THE BOSTON TEA PARTY

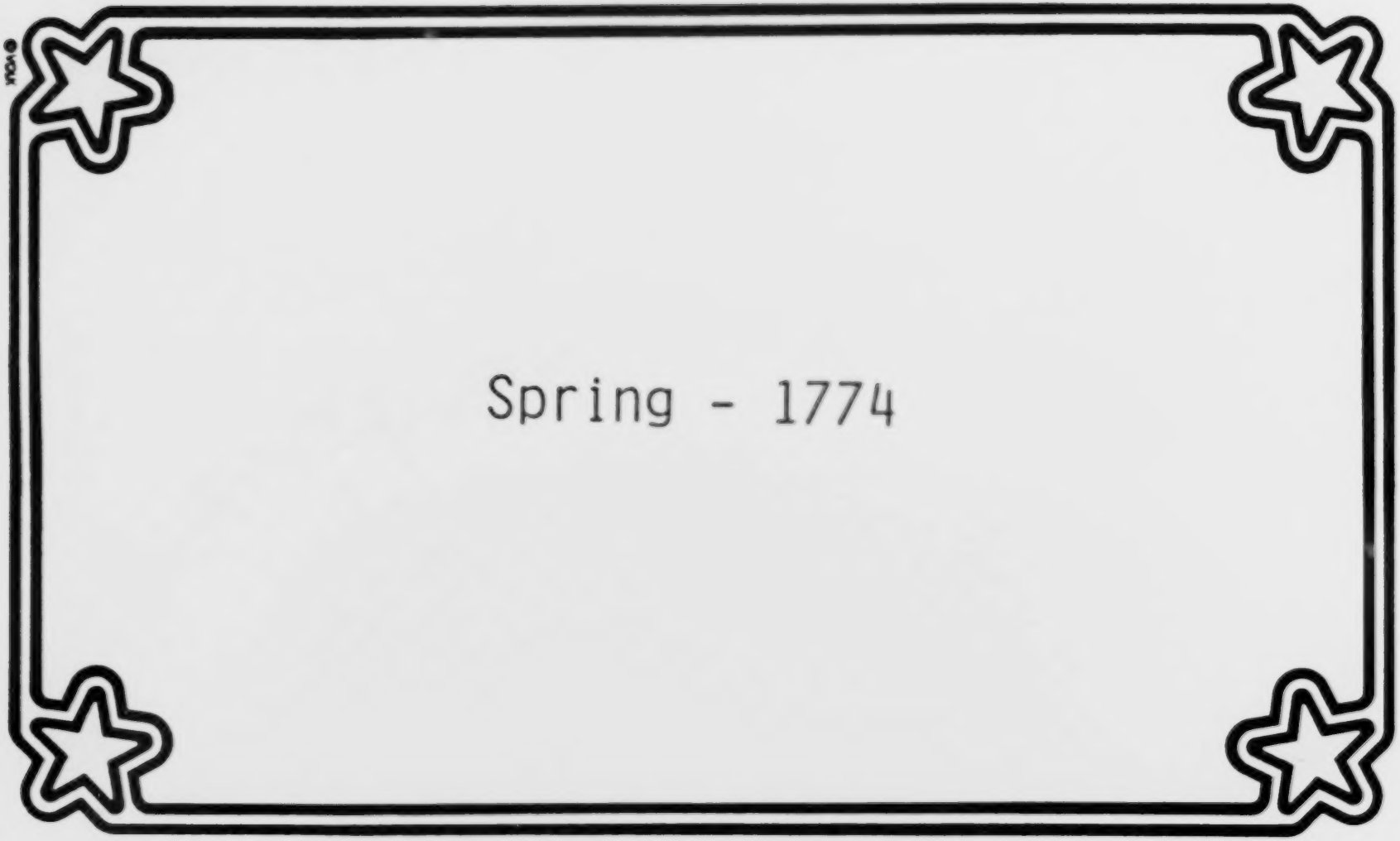

1773

THE INTOLERABLE ACTS, PASSED BY BRITISH PARLIAMENT

1. Closed Boston Harbor.

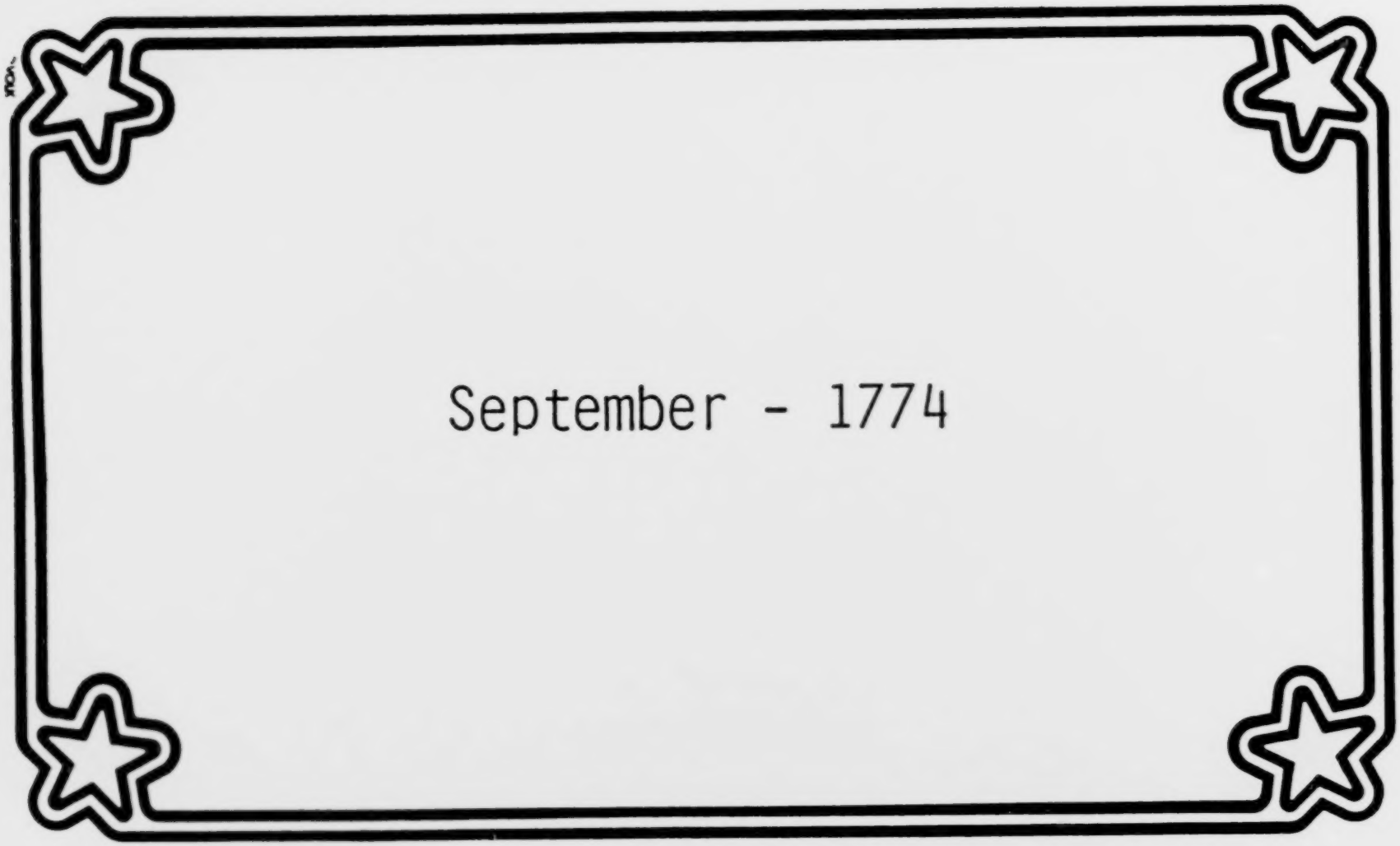
2. Gave more power to the British Governor of Massachusetts.

3. Required colonists to house and feed British soldiers.


Spring - 1774

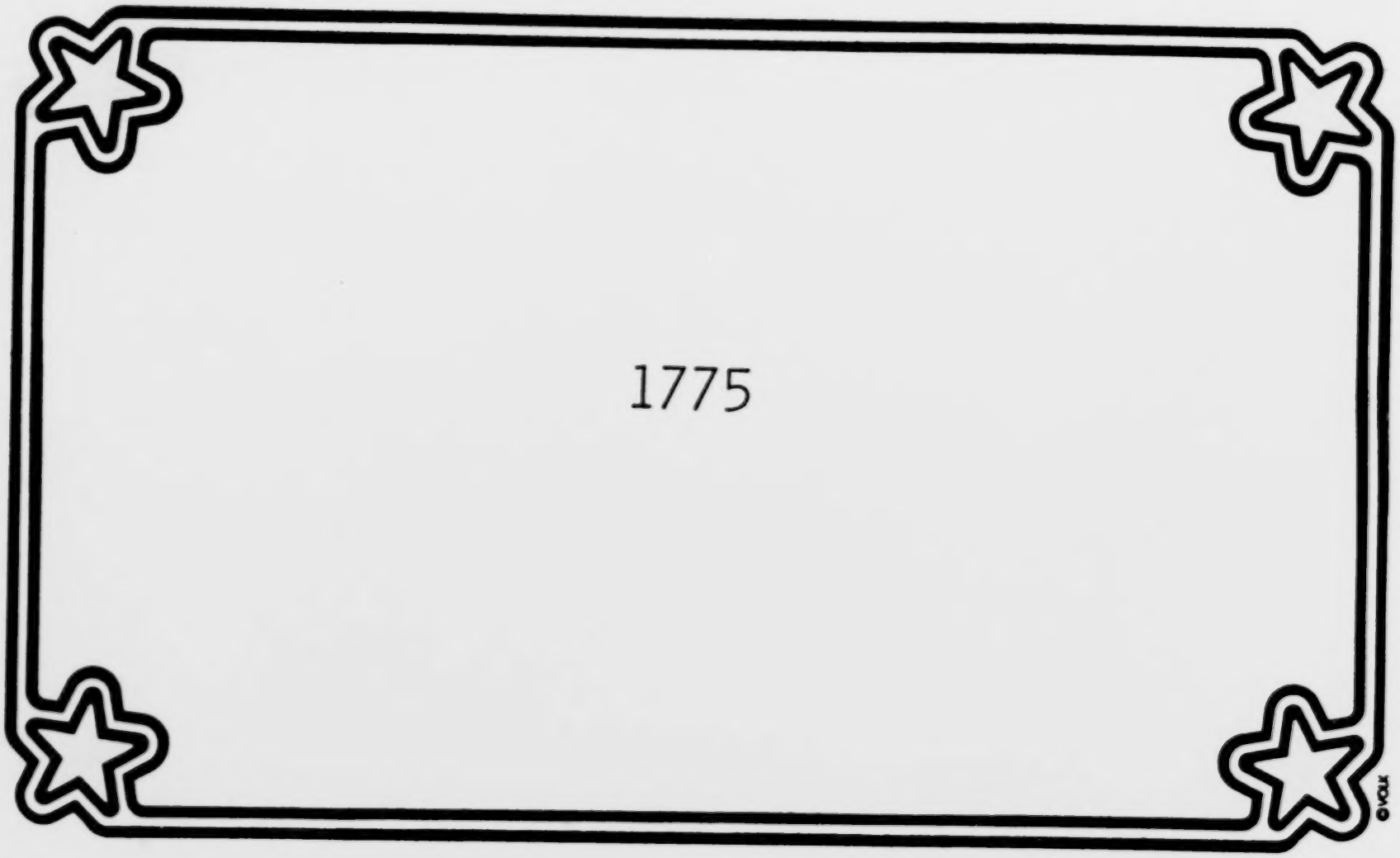
THE FIRST CONTINENTAL CONGRESS MET

TO PROTEST THE INTOLERABLE ACTS


September - 1774

THE SECOND CONTINENTAL CONGRESS

MET TO ORGANIZE FOR WAR.


1775

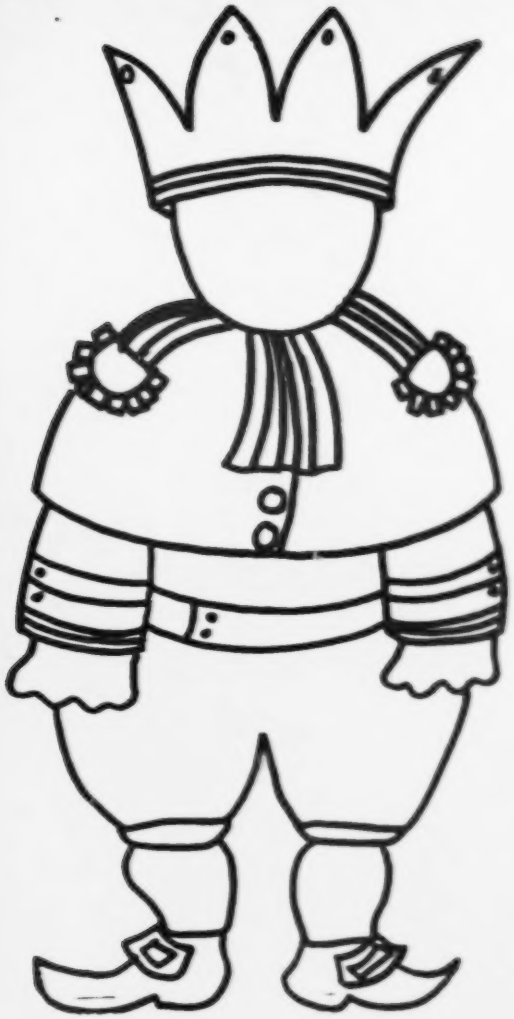
THE DECLARATION OF

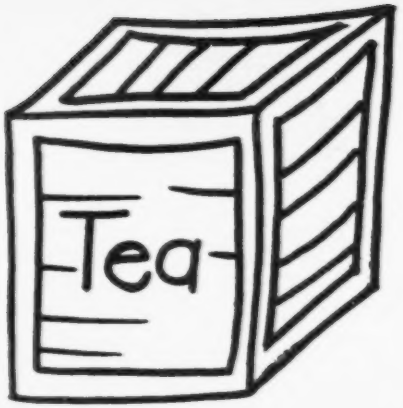
INDEPENDENCE WAS SIGNED

37

38

1776





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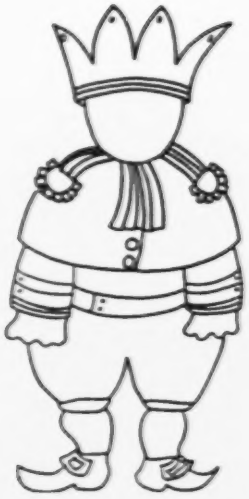
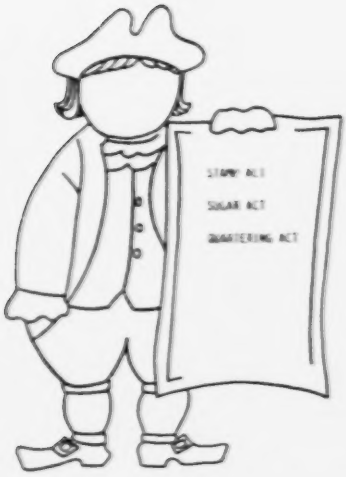
INTOLERABLE ACTS
1. Closed Boston Harbor
2. Gave more power to British Royal Governor.
3. Required colonists to house British soldiers.

KEY TO THE STORY OF AMERICAN INDEPENDENCE

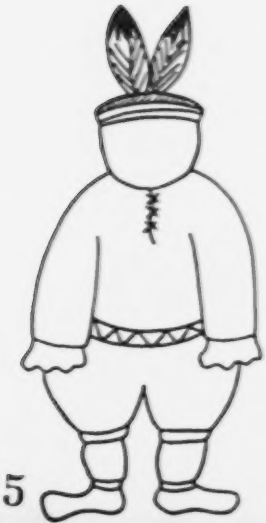
George III became King of England

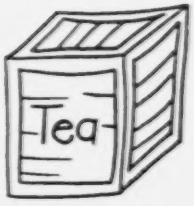


British Parliament passes the Sugar, Quartering and Stamp Acts

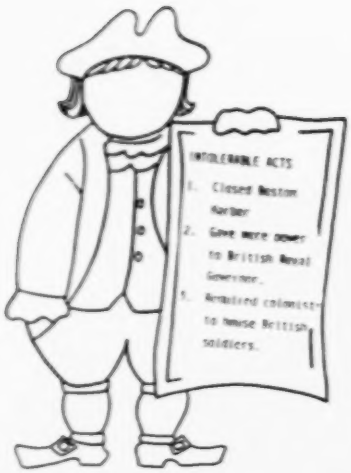


Boston Tea Party

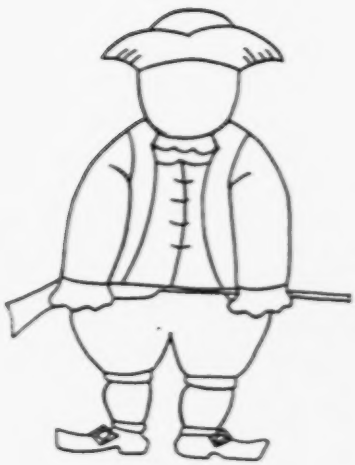




The Intolerable Acts passes by British Parliament


INTOLERABLE ACTS
1. Closed Boston Harbor
2. Gave more power to British Naval Governor.
3. Required colonists to house British soldiers.

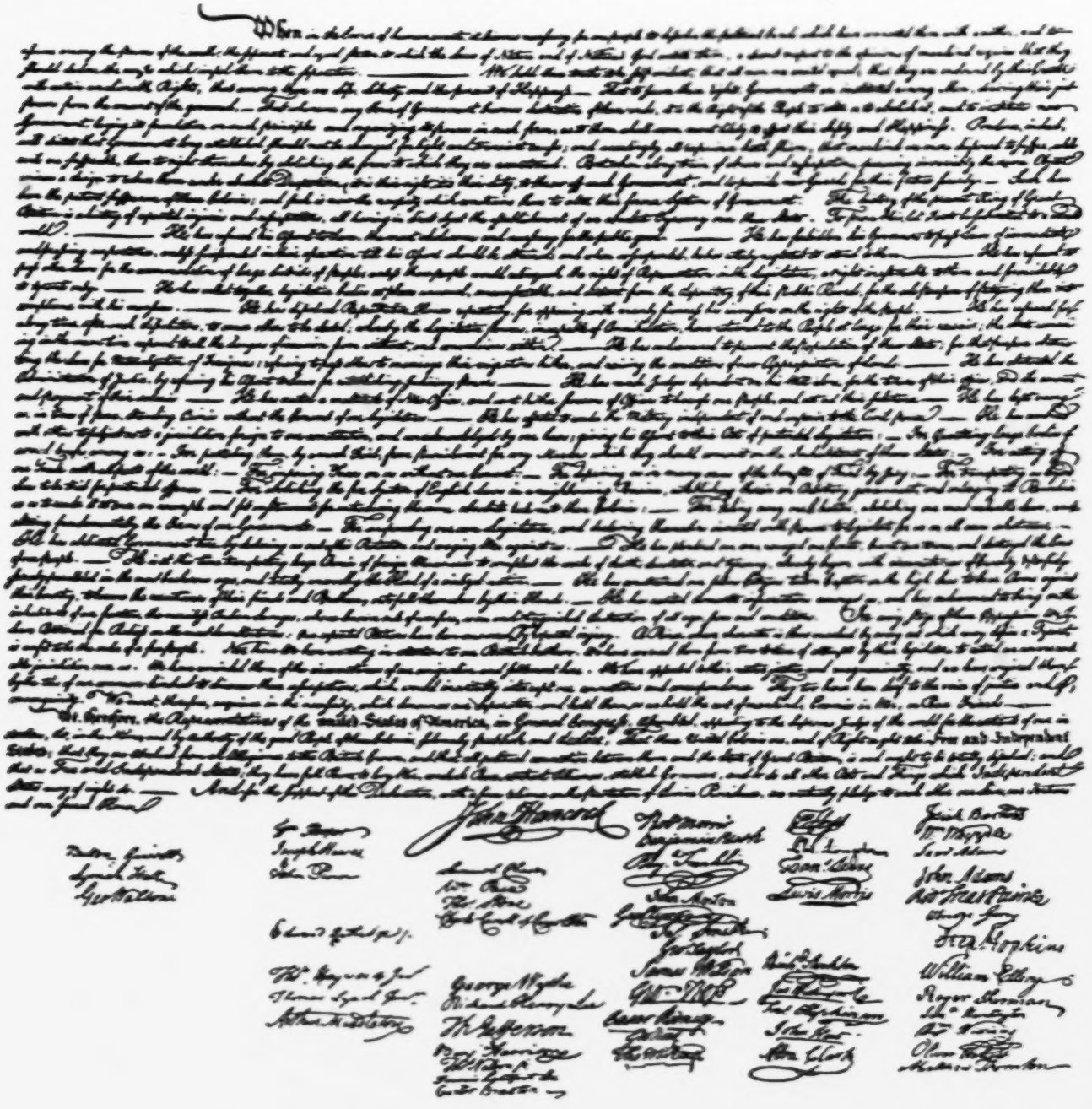
The First Continental Congress meets to protest the Intolerable Acts. Later, the Second Continental Congress meets to organize for war. War is declared

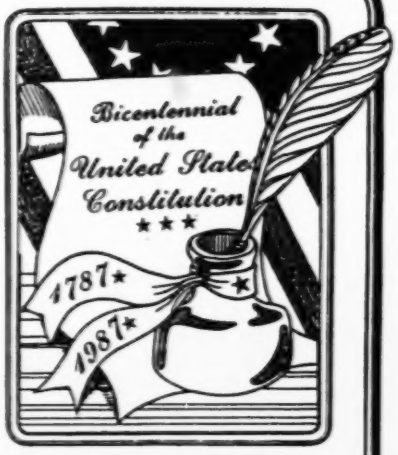


The Declaration of Independence is signed

IN CONGRESS. JULY 4. 1776.

The unanimous Declaration of the thirteen united States of America,





Lesson 4: Working Together

Objectives:

Students will recognize the need for cooperation.

Students will develop the understanding that all participants will benefit from working collectively.

Materials:

1 code sheet per team (4 personal codes)

3 number messages per team

1 pencil per team

Procedure:

1. Separate the class into teams of four.

2. Give each team member one of the four code sheets.

3. Place number message A face down in the center of each team.

4. Instruct students to decipher the code on the word "Go." Do NOT tell them that they must use their code sheets.

5. When teams finish, talk about how they accomplished the task.

6. Give number message B, then C, to each team. Follow the same procedure.

7. Allow time for the class to process what happened. The discussion might focus on such points as:

   What was the purpose of the activity?

   What factors promoted/prevented the completion of the task?

   What did you learn as a member of a team?

8. Focus on the benefits of working together.

TEAM CODE SHEETS

To the teacher: Reproduce one code sheet per team. Cut into fourths so each team member has a separate code. If it is necessary to have teams of two or three, some team members may receive two codes.

1 - a	2 - b
9 - i	5 - e
10 - j	6 - f
13 - m	14 - n
17 - q	18 - r
21 - u	22 - v

3 - c	4 - d
7 - g	8 - h
11 - k	12 - l
15 - o	16 - p
19 - s	20 - t
23 - w	24 - y

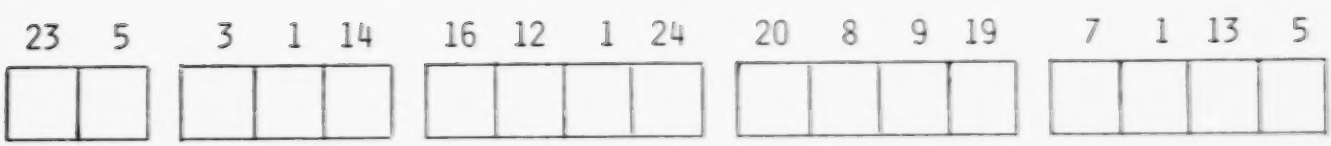
TEAM NUMBER MESSAGES

To the teacher: Reproduce one message sheet per team. Cut into thirds so each team can receive one message at a time.

Ⓐ

Ⓑ

Ⓒ



Lesson 5: Need for Stronger Federal Government

Objectives:

Students will recognize that the colonies needed a stronger federal government to operate effectively and cooperatively.

Students will identify events that led to the writing of the Constitution.

Materials:

Label a brown paper bag OH! OH! Bag. Put in the bag the following items representing the problems experienced under the Articles of Confederation:

shapes of 13 original states
different types of play money
price tags
I.O.U. note
picture of minuteman

Student copies of poem "September 17"

Procedure:

1. Review with students the importance of working cooperatively as demonstrated in Lesson 4.

2. Explain that the colonies also needed to learn to work cooperatively. Share the following historical events:

The colonies joined together and fought the Revolutionary War to win their independence from Britain. At that time, the Continental Congress was the body that governed the colonies.

The Continental Congress appointed a committee to draft a document to help the colonies work together and yet give each colony the freedom to govern themselves as they wished. This document was called The Articles of Confederation. It was presented to the states in July of 1777, was later ratified by them, and took effect March 1, 1781.

The Articles of Confederation gave Congress the right to:
- name a president who would be the presiding officer of the Congress,
- make war and peace, but each state maintained its own militia,
- print currency, but each state could print its own,
- enter into treaties and trade with other countries, but each state could set its own import/export duties, tariffs, and taxes on items from other states,
- establish a post office,
- send and receive ambassadors to other countries,
- establish a national treasury, but Congress couldn't collect taxes or force states to send money when they were delinquent in payment,

Lesson 5 continued

- set up temporary courts to hear state disputes and judge crimes on the sea, but states did not have to follow Congress' recommendations.

Explain to students that the Articles did help the colonies work together while they fought the Revolutionary War. After the war, the colonies had difficulties working together under the provisions of this document.

3. Introduce the OH! OH! Bag. Pull out the state puzzle pieces and explain the following:

The states acted like individual countries. They made their own decisions, passed laws, and printed their own currency. They also charged taxes on items they sold to each other. Each state made decisions that benefited them individually. They thought, "Me first," not "Us together."

Pull out the play money and explain the following:

Each state printed its own money. Sometimes one state would not accept money from another state. This caused problems for many citizens, and especially for farmers who wanted to sell to neighboring states and wanted to be paid in the currency of their home state.

Pull out the picture of the minuteman and explain the following:

When people in a state didn't like the way their state was being governed, or felt their rights were being threatened, they sometimes tried to settle disagreements by fighting. An insurrection at Newburgh, New York, took place. Military officers claimed they hadn't been paid or received the food and clothing allotments they deserved. The officers threatened a mutiny, but General Washington calmed the angry men. Later, in western Massachusetts, Captain Daniel Shay led farmers in a rebellion against the Boston state government. This and other incidents worried the Continental Congress. Fighting among the states threatened the Confederation.

Pull out the price tags and explain the following:

Each state decided how much tax and duty they would charge other states and countries with whom they traded. Citizens were unhappy when one state charged more than another. Countries that wanted to trade with the state made arrangements with Congress, but were often dissatisfied because trade agreements were changed by individual states as they wished.

Pull out the I.O.U. note and explain the following:

The Revolutionary War was very expensive. The Continental Congress did not have money to pay the bills. If each state contributed a fair share, the bills would be paid. Some of the states agreed and quickly sent money to pay their share.

Lesson 5 continued

> Other states took as long as they wanted to pay. Some states passed laws that said "Revolutionary War Debt: Cancelled." OH! OH!

4. Explain that many concerned citizens, like George Washington, Alexander Hamilton, and James Madison, recognized that if these problems continued the whole confederation of new states would fall apart. A meeting was finally called in May of 1787. Each state sent delegates to Philadelphia to examine the Articles of Confederation and decide what measures could be taken to help the states work cooperatively.

5. Encourage students to make suggestions about possible solutions for the problems of the Confederacy.

6. Distribute copies of the poem "September 17." Involve students in a discussion of the events presented in the poem. After reading, discuss the following points:

> The Articles of Confederation didn't work well after the Revolutionary War. They needed "a better plan."
>
> Why didn't Rhode Island send delegates?
>
> Look up the meanings of "defense," "liberty," and "tranquility," and discuss why they were included as part of the "better plan."
>
> Emphasize that the "better plan" was our Constitution and that the Constitution is the basis of our present-day federal government.

Lesson 5 continued

SEPTEMBER 17

Listen to this story of our great united land,
A tale of how our government was formed with pen in hand.

It tells of men who numbered fifty-five in all
Who met in 1787 for a meeting that was called.

There were thirteen states, but only twelve who did send
Their delegates, but none would come from Rhode Island.

These many patriotic men did take a second glance
At Articles of Confederation and their present circumstance.

"These Articles have not worked! We need a better plan
For defense, liberty, and tranquility to unite our present land!"

So Madison and Washington, Franklin, and the fifty-two
Drafted the Constitution--a plan that was new.

The final draft was written and ready to be signed
By all who attended and felt the work was fine.

On September 17, one thousand seven hundred and eighty-seven,
The Constitution was signed by thirty-two plus seven.

Each state then called a meeting (9 states to ratify
Before the Constitution was given a united try).

In July 1788 the Constitution did finally pass,
With promises of future change to Maryland and Mass.

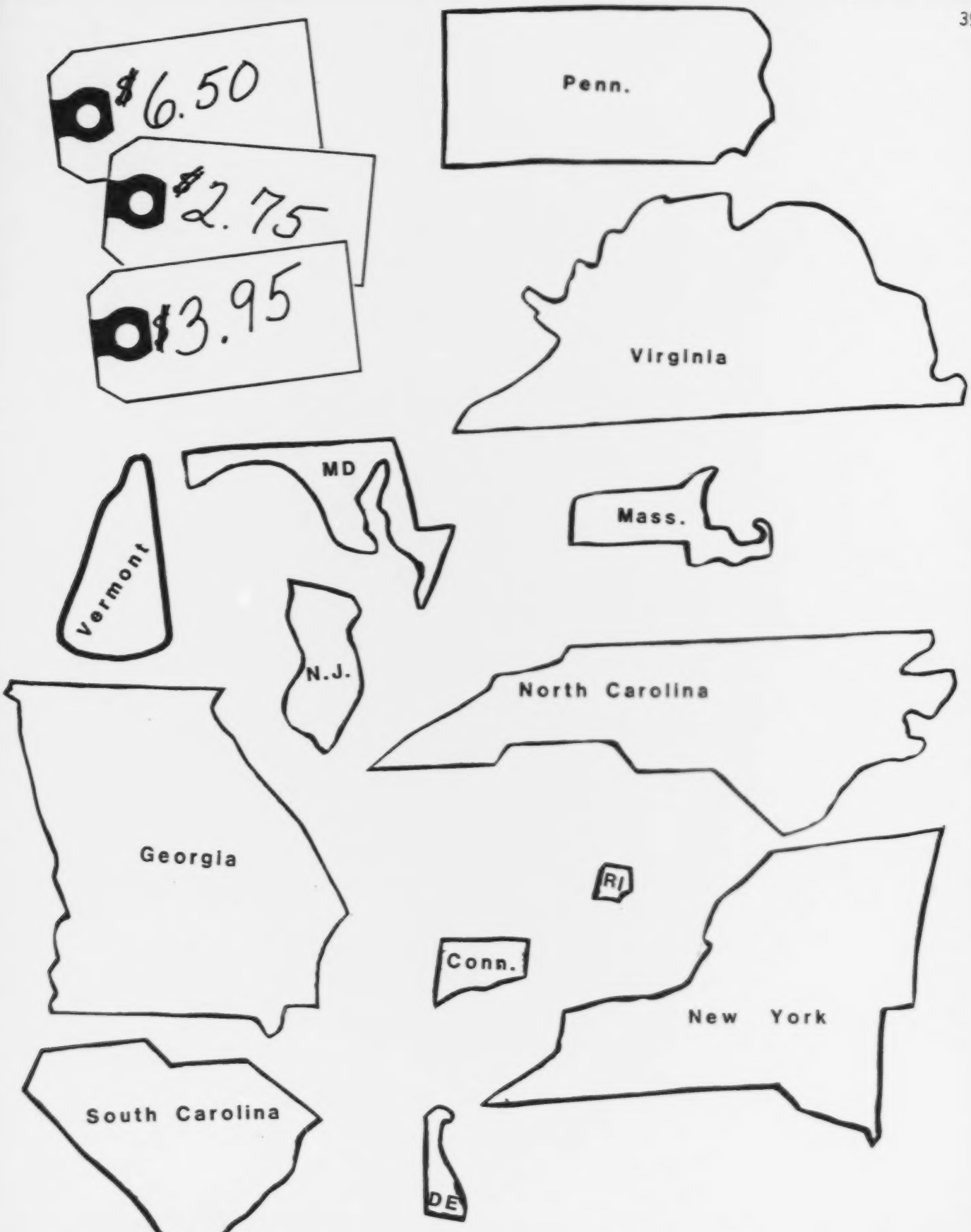
Later Washington was President, and Congress said "O.K."
To the Bill of Rights we call Amendments today.

More Amendments have been added as the country continued to grow,
And our government is strong today, thanks to patriots of long ago.

I.O.U.

Revolutionary War Debt

CANCELLED


$6.50
$2.75
$3.95
Penn.
Virginia
MD
Vermont
Mass.
N.J.
North Carolina
Georgia
RI
Conn.
New York
South Carolina
DE

Lesson 6: The Constitution

Objectives:

Students will understand the purposes and structure of The Constitution.

Students will learn the names and function of the three major branches of government.

Materials:

Transparency: Preamble and Articles of The United States Constitution

Three functions of government signs (mount on construction paper and cut each sign down the center)

Procedure:

1. Explain to students that The Constitution is the document that contains the basic laws by which the United States is governed. The Constitution is made up of a Preamble and seven Articles.

2. Display transparency and discuss the following points about the parts of The Constitution:

The Preamble is the introductory part of The Constitution that states the intent and reasons for the law.

Have students identify reasons for The Constitution outlined in the Preamble.

The seven Articles of The Constitution are individually numbered sections of the written list of laws in The Constitution.

Articles I-III identify the three major branches of the central government. No one branch of the central government can control all of the affairs of the nation. This is called "separation of powers."

Article IV provides for cooperation between all of the states. The rights, privileges, and obligations of citizens of each state would be honored in all states. This article also addresses admittance of new states and protection of states from invasion and domestic violence by the central government.

Article V proposes improvements that can expand and broaden the powers of the government.

Article VI addresses the issue of money owed by the United States, supremacy of national laws enacted by Congress when state laws conflict with national laws, and qualifications of federal and state officials.

Article VII establishes the ratification or approval of The Constitution among the nine states originally needed to establish The Constitution as the basis for the government.

Lesson 6 continued

This article also contains the 39 signatures of the delegates in attendance at the Constitutional Convention on September 17, 1787, and the signature of William Jackson, Secretary, attesting the signatures.

3. Post the three functions of government signs on the board. As the parts are being matched, explain that the President (Executive Branch) carries out laws, the Congress (Legislative Branch) makes laws, and the Supreme Court (Judicial Branch) explains and interprets laws.

4. If there is time, mix signs and have students match branches of government with their functions.

5. Review the lesson by allowing students the opportunity to share at least one fact they learned about The Constitution.

PREAMBLE AND ARTICLES OF THE UNITED STATES CONSTITUTION

We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

Article I
The Legislative Branch

Article II
The Executive Branch

Article III
The Judicial Branch

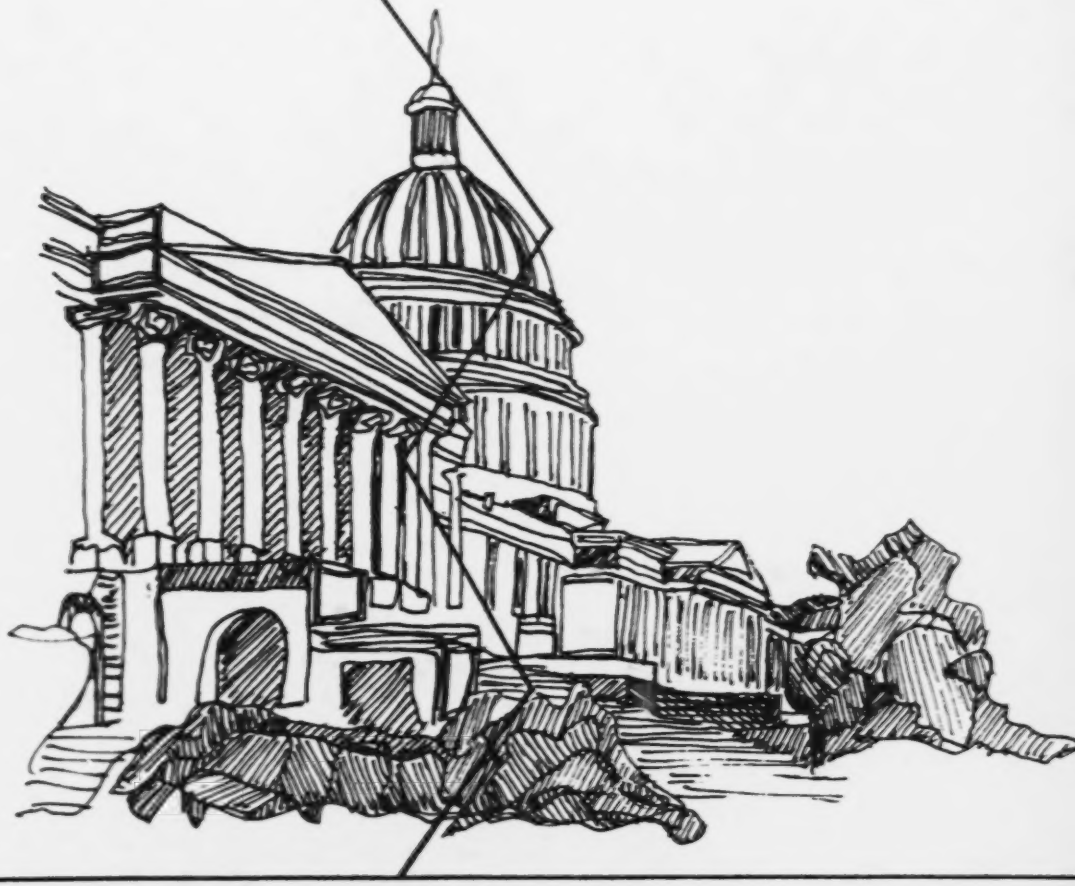
Article IV
Relation of the States to Each Other

Article V
Amending the Constitution

Article VI
National Debts

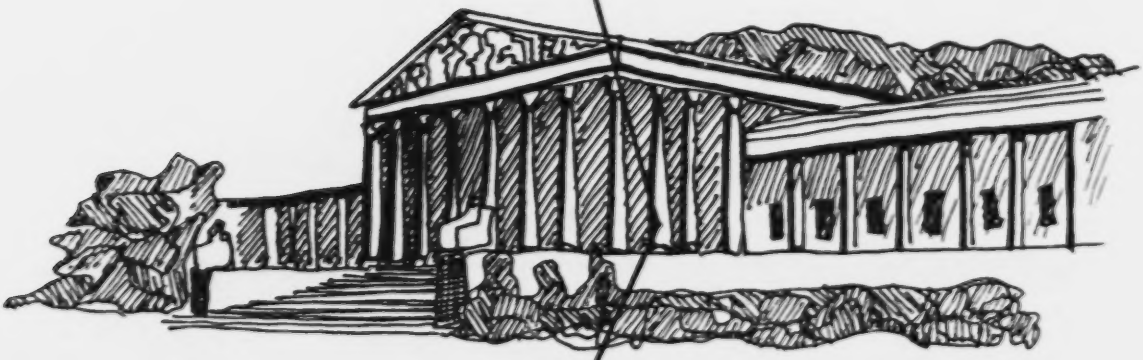
Article VII
Ratifying the Constitution

LEGISLATIVE BRANCH: THE CONGRESS MAKES LAWS



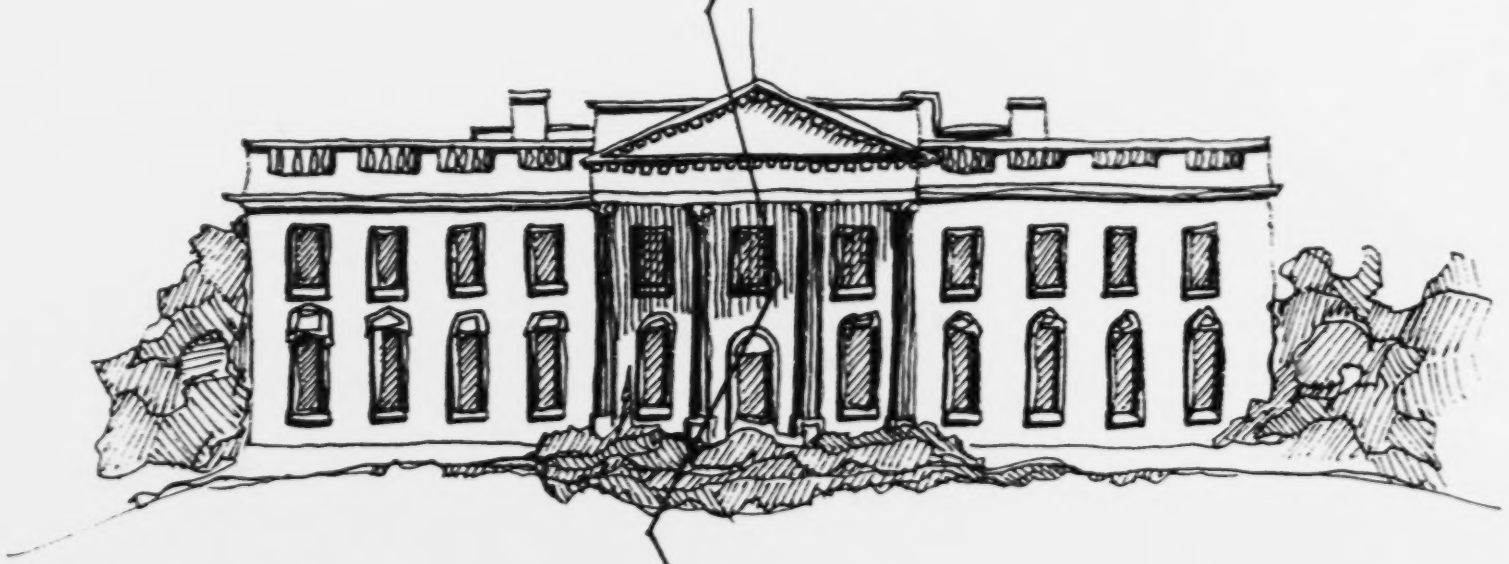
JUDICIAL BRANCH: THE SUPREME COURT

EXPLAINS AND
INTERPRETS LAWS



EXECUTIVE BRANCH: THE PRESIDENT

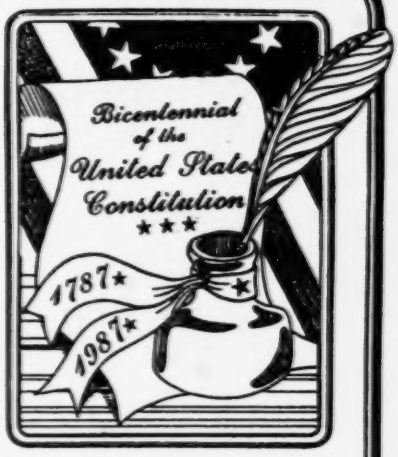
CARRIES OUT LAWS



62

63

Lesson 7: Bill of Rights



Objectives:

Students will understand the purpose of the Bill of Rights.

Students will become acquainted with the first 10 Amendments to The Constitution.

Materials:

Bill of Rights booklet
Pencil
Crayons

Procedure:

1. Write Bill of Rights on the board and provide the following background information:

In 1787 The Constitution was sent to the states to be ratified. People began to notice that it did not list many of the individual rights they believed were theirs. They wanted these rights written into The Constitution. Some states made it known that they expected a bill of rights to be added to The Constitution before they would ratify it. Ten amendments were drawn up which contained these rights. They were ratified and added to The Constitution in 1791.

The first eight amendments list fundamental rights and freedoms of every citizen. The last two amendments forbid Congress to adopt laws that violate the first eight rights.

2. Provide students with copies of the Bill of Rights booklet. Read and discuss these ten amendments to The Constitution. More than one class period will be needed to complete the booklet.

3. Have students illustrate the amendments and share their drawings with the class.

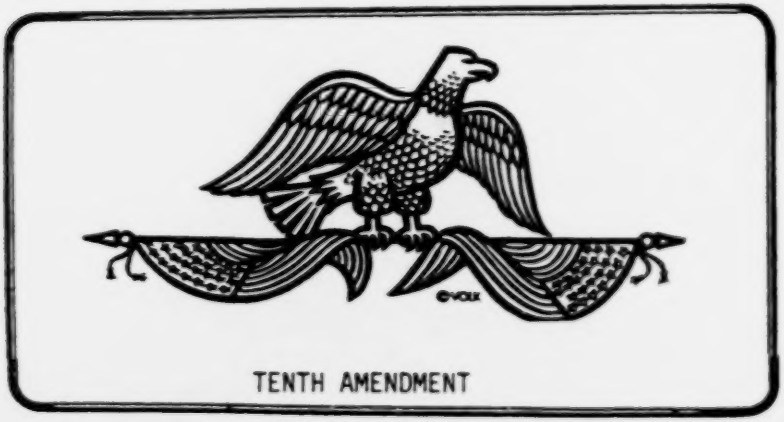
Bill of Rights

Name _____

NINTH AMENDMENT

RIGHTS NOT LISTED

The rights listed here are not the only ones people have.

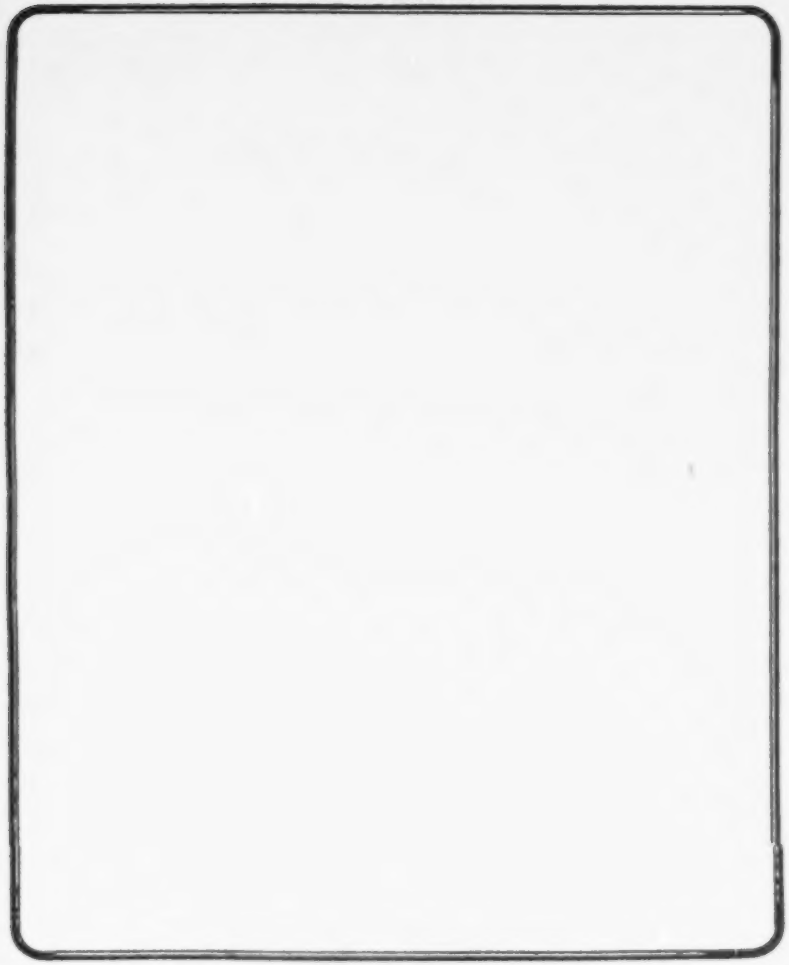


TENTH AMENDMENT

POWER OF THE STATES
AND PEOPLE

Powers not given to the federal government, but not forbidden to the states, belong to the states or the people.

EIGHTH AMENDMENT



BAIL, FINES, CRUEL OR UNUSUAL PUNISHMENT

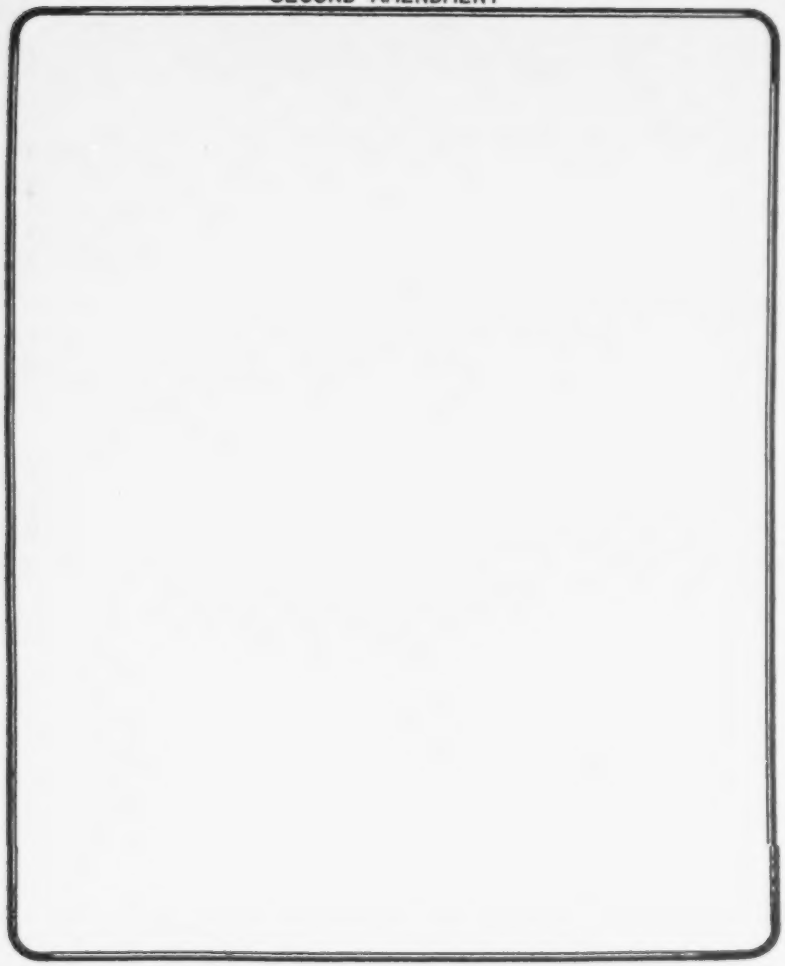
A person accused of a crime can get out of jail until a trial by posting bail (leaving a sum of money). It cannot be an excessive amount. The accused must return at the time of trial.

FIRST AMENDMENT

FIVE FREEDOMS

Everyone has the right to freedom of speech, religion, press, assembly, and petition of the government for a redress (correction) of grievances (the right to appeal a judgment).

SECOND AMENDMENT

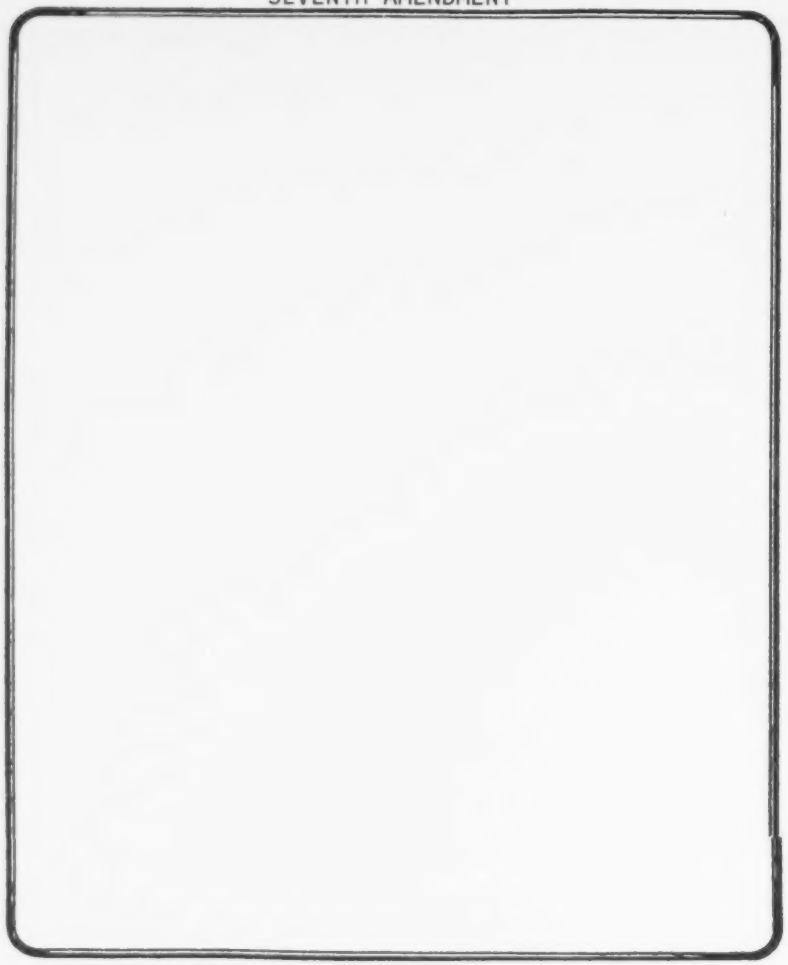


RIGHT TO BEAR ARMS

States have the right to arm and drill a militia.

69

SEVENTH AMENDMENT

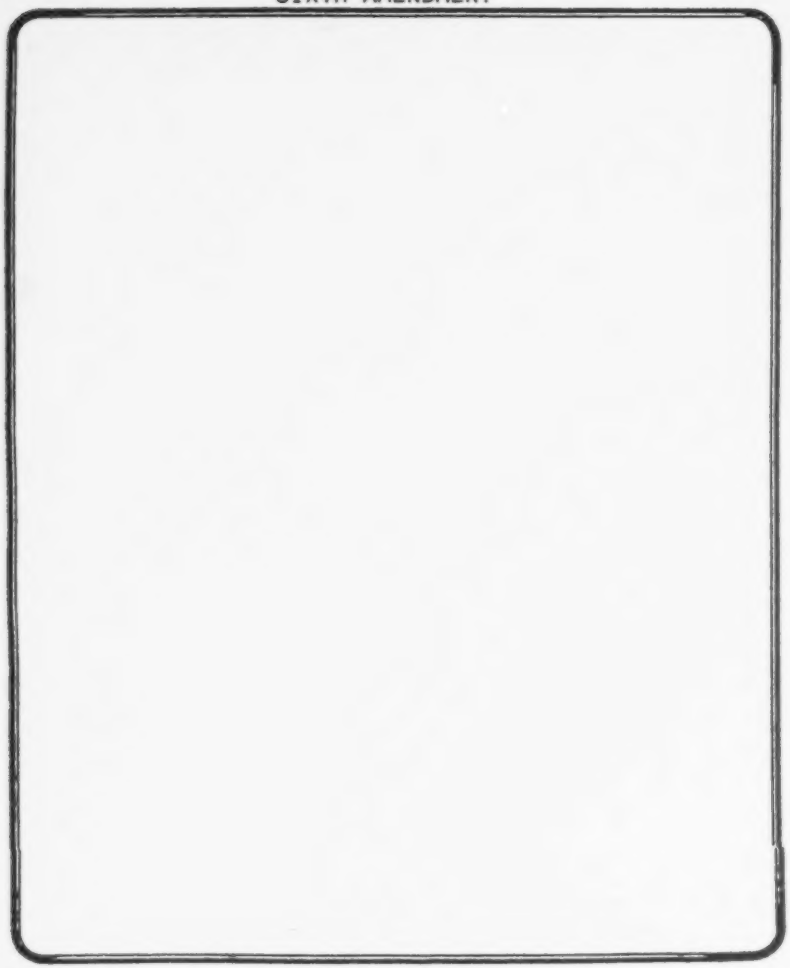


CIVIL LAW

A lawsuit of more than $20, the accused can demand a jury trial (common law).

70

SIXTH AMENDMENT



RIGHTS OF A PERSON
ACCUSED OF A CRIME

A person accused of a crime must be tried quickly in public. The accused has the right to a jury trial. If the accused cannot pay for a lawyer, the courts will appoint one (a person has the right to a speedy trial).

71

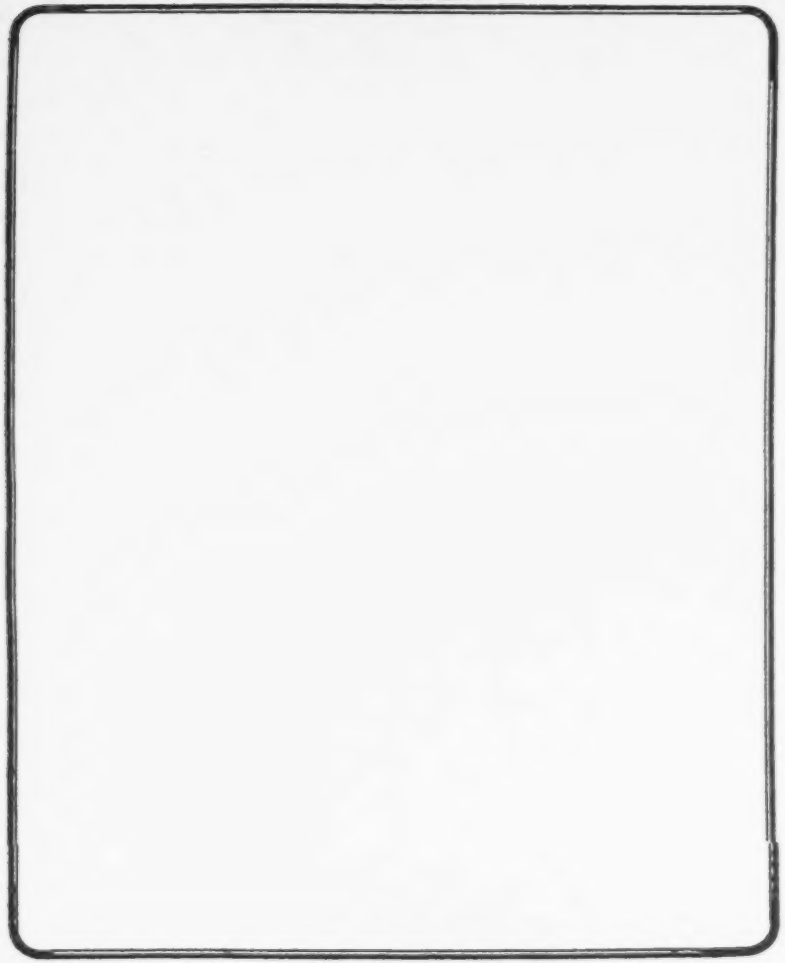
THIRD AMENDMENT

QUARTERING SOLDIERS

People do not need to take soldiers into their homes in peacetime. An Act of Congress could force people to take in soldiers during wartime.

72

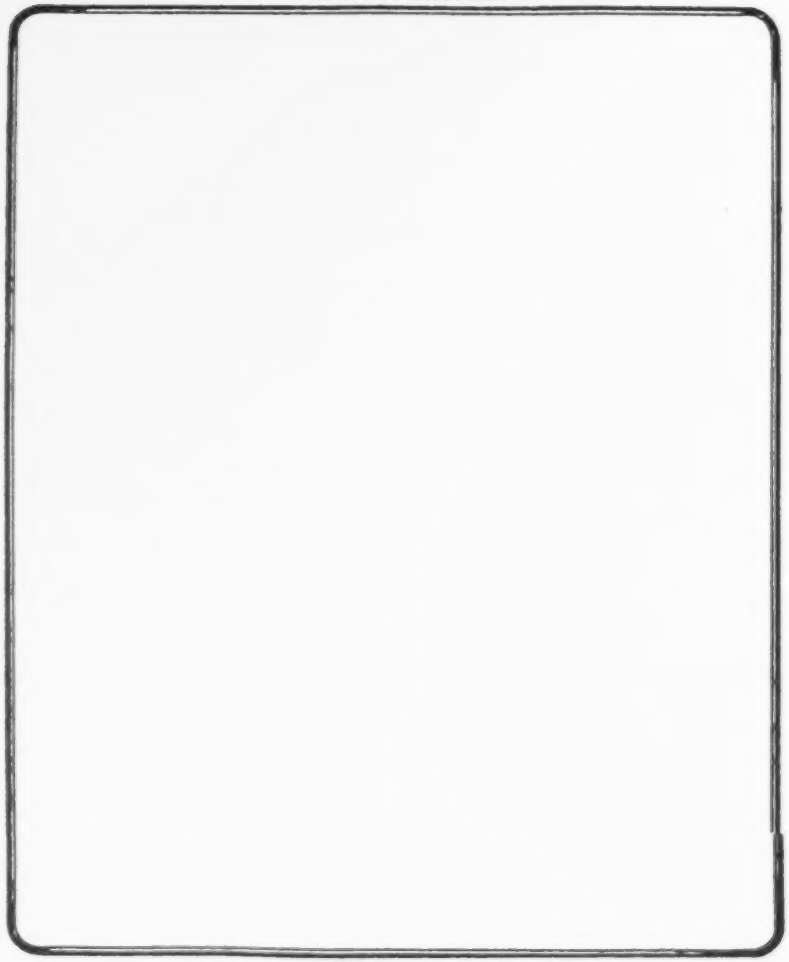
FOURTH AMENDMENT



UNREASONABLE SEARCHES
AND SEIZURES

No one can search a person, a home or seize property without warrant (a piece of paper, signed by a judge, giving official permission to make a search or seizure).

FIFTH AMENDMENT



PROTECTION FOR A PERSON
ACCUSED OF A CRIME

No person can be put on a trial unless grand jury decides there is enough evidence for a trial.

a. No person can be tried twice for same crime.
b. No person can be forced to give testimony against himself/herself (a person has the right to remain silent).

Lesson 8: Mock Constitutional Convention

Objective:

Students will create a classroom constitution reflecting their rights and responsibilities.

Materials:

Chart paper
Markers

Procedure:

1. Review the following information regarding the Constitutional Convention of 1787:

There were 55 delegates chosen to help write the Constitution.

The delegates convened at Independence Hall in Philadelphia on May 25, 1787.

Twelve of the original 13 states sent delegates. Rhode Island abstained.

Thirty-nine delegates stayed throughout the convention sessions and signed the Constitution on September 17, 1787.

2. If possible, cooperate with other classes in the school to plan a mock Constitutional Convention. Divide the students in the cooperating classrooms into 13 groups.*

3. Have twelve groups select one or two delegates as representatives to the mock Constitutional Convention. The students who are not selected as delegates will assist with plans for the Constitutional Celebration (see next lesson). There are only twelve groups because Rhode Island did not participate in the original convention.

4. The delegates should select a presiding officer (George Washington served in this office in 1787) and a convention secretary (William Jackson) to be responsible for recording the work of the delegates on large chart paper.

5. By reviewing the structure of the United States Constitution, direct the delegates to frame a document which includes a preamble and several articles. Have delegates brainstorm possible topics for each article. Assist them in selecting topics, writing rough drafts, and editing final copy.

6. When the Constitution is completed, printed neatly on chart paper, and signed by each delegate, provide typewritten copies to be distributed when the document is introduced at the Constitutional Celebration. A sample constitution written by primary students at Price Laboratory School is included on the following pages.

*The procedure may be modified if only one classroom is participating.

THE CONSTITUTION OF UNIT III

Preamble

We the learners of Unit III in order to form a better unit write this constitution; to encourage exciting lessons, build strong bodies, hearts and feelings, make other people happy by respecting and cooperating with them, treat other people the way we want to be treated, and have good sportsmanship.

Article I: Responsibilities of Students

To learn by listening, talking, speaking, and writing

To respect the feelings of others

To express their own feelings

Article II: Responsibilities of Teachers

To see that the goals of the constitution are completed through the way classrooms are organized and special learning experiences are planned.

Article III: Responsibilities of University Students

To learn how to teach children by planning new and different lessons and trying them out on Unit III students.

Article IV: Classroom Cooperation

The classrooms in Unit III will cooperate with each other by learning, working, playing, eating, and singing together. Helpers, such as teachers and teacher aides, will see that these succeed.

Article V: Amendments

Amendments to this constitution may be made if the majority of students and teachers agree.

Nell Sawyer Sara Olson

Matt Janssen

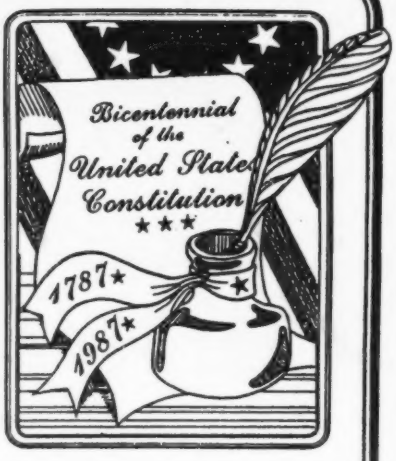
Daniel J. Kane Tori Hundley

Kelly Smith Leah Ostby

Justin Stokre

Jenny Herman. Clayton Lichty

Matt Maloy



Lesson 9: Constitutional Celebration

Objectives:

Students will list ways people celebrate events.

Students will plan a celebration for the 200th anniversary of The Constitution of the United States.

Materials:

Overhead projector and pen
or
Chalkboard and chalk

Procedure:

1. On the chalkboard or overhead projector, have the students list occasions they celebrate. (The list may include birthday, Fourth of July, Thanksgiving, Halloween, Flag Day, etc.) After the list is compiled, go back and star the patriotic holidays.

2. Generate a list of things people do to celebrate patriotic holidays. The list may include things such as picnics, parades, speakers, flags and banners, bands, fireworks, etc.

3. Tell the students they are going to plan a celebration for the 200th anniversary of The Constitution. Separate the class into small groups to brainstorm specific activities that could be included in the celebration. Student ideas may include:

Collect 200 of something, such as popcorn kernels, jelly beans, sticks, or empty pop cans to display around the classroom.

Measure and label 200 inches and 200 cm.

Invite 200 guests to a patriotic songfest or program.

Read 200 words from a favorite story.

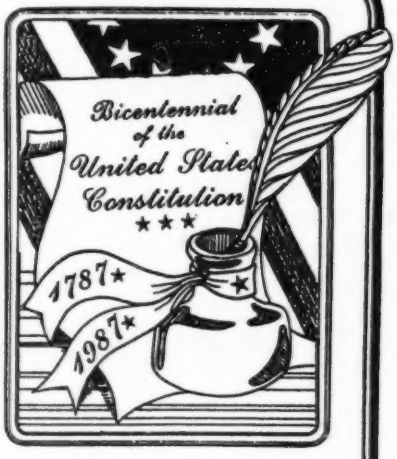
Plan a school parade.

Make flags and banners and display them around the school.

Determine when your school will be 200 years old.

Figure out what you are doing the 200th minute of your school day.

4. Using the students' ideas, plan a celebration. Singing patriotic songs, reading the class constitution, and having an edible treat may be appropriate.



Lesson 10: Test

Objective:

Students will demonstrate their understandings of the major concepts in this unit.

Materials:

Test for each student
Pencils

Procedure:

1. Distribute the tests and have students write their names at the top.

2. Depending on the reading skills of the students

   a) read directions together, then let the students complete the tests independently, or

   b) read the whole test to the students, directing them to mark each section as it is read aloud.

Name _____

CELEBRATING THE CONSTITUTION

Directions: Draw lines to connect the beginnings of the sentences with the ends of the sentences.

Rules and laws ◦	◦ had Parliament tax colonists.
King George III ◦	◦ required colonists to house British troops.
George Washington ◦	◦ wrote the Declaration of Independence.
The Quartering Act ◦	◦ protect the rights of the people.
Thomas Jefferson ◦	◦ became leader of the colonial army.

Directions: Use the words in the Word Bank to fill in the blanks before the clues.

Word Bank

Ben Franklin	Sons of Liberty	Native Americans
Boston Tea Party	John Hancock	Pilgrims

Clues:

_____ 1. People who settled Plymouth Colony in the present-day state of Massachusetts.

_____ 2. The original people living in North America.

_____ 3. The name of a secret club of the colonists.

_____ 4. The event when colonists dressed like Indians boarded ships.

_____ 5. The president of Congress and the first signer of the Declaration of Independence.

_____ 6. The signer of the Declaration of Independence who said, "We must all hang together or we will all hang separately."

Test - page 2

Directions: Circle the letter in front of the correct answer.

1. The Preamble and seven articles make up
   a. the Declaration of Independence
   b. the Intolerable Acts
   c. the Constitution
   d. the Pledge to Allegiance

2. The ten amendments added to the Constitution are
   a. the Executive Branch
   b. the Legislative Branch
   c. the Judicial Branch
   d. the Bill of Rights

3. The part of our government that makes laws is
   a. the Executive Branch
   b. the Legislative Branch
   c. the Judicial Branch
   d. the Bill of Rights

4. The part of our government that explains and interprets laws is
   a. the Executive Branch
   b. the Legislative Branch
   c. the Judicial Branch
   d. the Bill of Rights

5. The part of our government that carries out laws is
   a. the Executive Branch
   b. the Legislative Branch
   c. the Judicial Branch
   d. the Bill of Rights

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_____. What's the Big Idea, Ben Franklin? New York: Coward, McCann & Geoghegan, Inc., 1976.

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APPENDIX

THE UNITED STATES CONSTITUTION

AND

BILL OF RIGHTS

THE UNITED STATES CONSTITUTION

PREAMBLE

We the people of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

ARTICLE I

The Legislative Department

Section 1. All legislative powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and a House of Representatives.

The House of Representatives

Section 2. (1) The House of Representatives shall be composed of members chosen every second year by the people of the several States, and the electors in each State shall have the qualifications requisite for electors of the most numerous branch of the State legislature.

(2) No person shall be a Representative who shall not have attained to the age of twenty-five years, and been seven years a citizen of the United States, and who shall not, when elected, be an inhabitant of that State in which he shall be chosen.

(3) Representatives and direct taxes shall be apportioned among the several States which may be included within this Union, according to their respective numbers, [which shall be determined by adding to the whole number of free persons, including those bound to service for a term of years], and excluding Indians not taxed, [three fifths of all other persons]. The actual enumeration shall be made within three years after the first meeting of the Congress of the United States, and within every subsequent term of ten years, in such manner as they shall by law direct. The number of Representatives shall not exceed one for every thirty thousand, but each State shall have at least one representative; [and until such enumeration shall be made, the State of New Hampshire shall be entitled to choose 3, Massachusetts 8, Rhode Island and Providence Plantations 1, Connecticut 5, New York 6, New Jersey 4, Pennsylvania 8, Delaware 1, Maryland 6, Virginia 10, North Carolina 5, South Carolina 5, and Georgia 3].

(4) When vacancies happen in the representation from any State, the executive authority thereof shall issue writs of election to fill such vacancies.

(5) The House of Representatives shall choose their Speaker and other officers; and shall have the sole power of impeachment.

The United States Senate

Section 3. (1) The Senate of the United States shall be composed of two Senators from each State, [chosen by the legislature thereof,] for six years; and each Senator shall have one vote.

(2) Immediately after they shall be assembled in consequence of the first election, they shall be divided as equally as may be into three classes. The seats of the Senators of the first class shall be vacated at the expiration of the second year, of the second class at the expiration of the fourth year, and of the third class at the expiration of the sixth year, so that one third may be chosen every second year; [and if vacancies happen by resignation, or otherwise, during the recess of the legislature of any State, the Executive thereof may make temporary appointments until the next meeting of the legislature, which shall then fill such vacancies].

(3) No person shall be a Senator who shall not have attained to the age of thirty years, and been nine years a citizen of the United States, and who shall not, when elected, be an inhabitant of that State for which he shall be chosen.

(4) The Vice-President of the United States shall be President of the Senate, but shall have no vote, unless they be equally divided.

(5) The Senate shall choose their other officers, and also a President pro tempore, in the absence of the Vice-President, or when he shall exercise the office of President of the United States.

(6) The Senate shall have the sole power to try all impeachments. When sitting for that purpose, they shall be on oath or affirmation. When the President of the United States is tried, the Chief Justice shall preside: and no person shall be convicted without the concurrence of two thirds of the members present.

(7) Judgment in cases of impeachment shall not extend further than to removal from office, and disqualification to hold and enjoy any office of honor, trust or profit under the United States: but the party convicted shall nevertheless be liable and subject to indictment, trial, judgment and punishment, according to law.

Organization of Congress

Section 4. (1) The times, places and manner of holding elections for Senators and Representatives, shall be prescribed in each State by the Legislature thereof, but the congress may at any time by law make or alter such regulations, [except as to the places of choosing Senators].

(2) The Congress shall assemble at least once in every year, [and such meeting shall be on the first Monday in December,] unless they shall by law appoint a different day.

Section 5. (1) Each House shall be the judge of the elections, returns and qualifications of its own members, and a majority of each shall constitute a quorum to do business; but a smaller number may adjourn from day to day, and may be authorized to compel the attendance of absent members, in such manner, and under such penalties as each House may provide.

(2) Each House may determine the rules of its proceedings, punish its members for disorderly behavior, and, with the concurrence of two thirds, expel a member.

(3) Each House shall keep a journal of its proceedings, and from time to time publish the same, excepting such parts as may in their judgment

require secrecy; and the yeas and nays of the members of either House on any question shall, at the desire of one fifth of those present, be entered on the journal.

(4) Neither House, during the session of Congress, shall, without the consent of the other, adjourn for more than three days, nor to any other place than that in which the two Houses shall be sitting.

Section 6. (1) The Senators and Representatives shall receive a compensation for their services, to be ascertained by law, and paid out of the Treasury of the United States. They shall in all cases, except treason, felony and breach of the peace, be privileged from arrest during their attendance at the session of their respective Houses, and in going to and returning from the same; and for any speech or debate in either House, they shall not be questioned in any other place.

(2) No Senator or Representative shall, during the time for which he was elected, be appointed to any civil office under the authority of the United States, which shall have been created, or the emoluments whereof shall have been increased during such time; and no person holding any office under the United States, shall be a member of either House during his continuance in office.

Section 7. (1) All bills for raising revenue shall originate in the House of Representatives; but the Senate may propose or concur with amendments as on other bills.

(2) Every bill which shall have passed the House of Representatives and the Senate, shall, before it becomes a law, be presented to the President of the United States; if he approve he shall sign it, but if not he shall return it, with his objections to that House in which it shall have originated, who shall enter the objections at large on their journal, and proceed to reconsider it. If after such reconsideration two thirds of that House shall agree to pass the bill, it shall be sent, together with the objections, to the other House, by which it shall likewise be reconsidered, and if approved by two thirds of that House, it shall become a law. But in all such cases the votes of both Houses shall be determined by yeas and nays, and the names of the persons voting for and against the bill shall be entered on the journal of each House respectively. If any bill shall not be returned by the President within ten days (Sundays excepted) after it shall have been presented to him, the same shall be a law, in like manner as if he had signed it, unless the Congress by their adjournment prevent its return, in which case it shall not be a law.

(3) Every order, resolution, or vote to which the concurrence of the Senate and House of Representatives may be necessary (except on a question of adjournment) shall be presented to the President of the United States; and before the same shall take effect, shall be approved by him, or being disapproved by him, shall be repassed by two thirds of the Senate and House of Representatives, according to the rules and limitations prescribed in the case of a bill.

Powers Vested in Congress

Section 8. The Congress shall have power:

(1) To lay and collect taxes, duties, imposts and excises, to pay the debts and provide for the common defense and general welfare of the United States; but all duties, imposts and excises shall be uniform throughout the United States.

(2) To borrow money on the credit of the United States;

(3) To regulate commerce with foreign nations, and among the several States, and with the Indian tribes;

(4) To establish an uniform rule of naturalization, and uniform laws on the subject of bankruptcies throughout the United States;

(5) To coin money, regulate the value thereof, and of foreign coin, and fix the standard of weights and measures;

(6) To provide for the punishment of counterfeiting the securities and current coin of the United States;

(7) To establish post offices and post roads;

(8) To promote the progress of science and useful arts, by securing for limited times to authors and inventors the exclusive right to their respective writings and discoveries;

(9) To constitute tribunals inferior to the Supreme Court;

(10) To define and punish piracies and felonies committed on the high seas, and offenses against the law of nations;

(11) To declare war, grant letters of marque and reprisal, and make rules concerning captures on land and water;

(12) To raise and support armies, but no appropriation of money to that use shall be for a longer term than two years;

(13) To provide and maintain a navy;

(14) To make rules for the government and regulation of the land and naval forces;

(15) To provide for calling forth the militia to execute the laws of the Union, suppress insurrections and repel invasions;

(16) To provide for organizing, arming, and disciplining the militia, and for governing such part of them as may be employed in the service of the United States, reserving to the States respectively, the appointment of the officers, and the authority of training the militia according to the discipline prescribed by Congress;

(17) To exercise exclusive legislation in all cases whatsoever, over such district (not exceeding ten miles square) as may, by cession of particular States, and the acceptance of Congress, become the seat of the Government of the United States, and to exercise like authority over all places purchased by the consent of the legislature of the State in which the same shall be for the erection of forts, magazines, arsenals, dock-yards, and other needful buildings;--And

(18) To make all laws which shall be necessary and proper for carrying into execution the foregoing powers, and all other powers vested by this Constitution in the Government of the United States, or in any department or officer thereof.

Restraints, Federal and State

Section 9. (1) The migration or importation of such persons as any of the States now existing shall think proper to admit, shall not be prohibited

by the Congress prior to the year one thousand eight hundred and eight, but a tax or duty may be imposed on such importation, not exceeding ten dollars for each person.

(2) The privilege of the writ of habeas corpus shall not be suspended, unless when in cases of rebellion or invasion the public safety may require it.

(3) No bill of attainder or ex post factor law shall be passed.

(4) No capitation [or other direct,] tax shall be laid, unless in proportion to the census or enumeration herein before directed to be taken.

(5) No tax or duty shall be laid on articles exported from any State.

(6) No preference shall be given by any regulation of commerce or revenue to the part of one State over those of another, nor shall vessels bound to or from, one State, be obliged to enter, clear, or pay duties in another.

(7) No money shall be drawn from the Treasury, but in consequence of appropriations made by law; and a regular statement and account of the receipts and expenditures of all public money shall be published from time to time.

(8) No title of nobility shall be granted by the United States: And no person holding any office of profit or trust under them, shall, without the consent of the Congress, accept of any present, emolument, office, or title, of any kind whatever, from any king, prince, or foreign State.

Section 10. (1) No State shall enter into any treaty, alliance, or confederation; grant letters of marque and reprisal; coin money; emit bills of credit; make anything but gold and silver coin a tender in payment of debts; pass any bill of attainder, ex post facto law, or law impairing the obligation of contracts, or grant any title of nobility.

(2) No State shall, without the consent of the Congress, lay any imposts or duties on imports or exports, except what may be absolutely necessary for executing its inspection laws; and the net produce of all duties and imposts, laid by any State on imports or exports, shall be for the use of the Treasury of the United States; and all such laws shall be subject to the revision and control of the Congress.

(3) No State shall, without the consent of Congress, lay any duty of tonnage, keep troops, or ships of war in time of peace, enter into any agreement or compact with another State, or with a foreign power, or engage in war, unless actually invaded, or in such imminent danger as will not admit of delay.

ARTICLE II

The Executive Department

Section 1. (1) The executive power shall be vested in a President of the United States of America. He shall hold his office during the term of four years, and, together with the Vice-President, chosen for the same term, be elected, as follows:

(2) Each State shall appoint, in such manner as the legislature thereof may direct, a number of electors, equal to the whole number of Senators and Representatives to which the State may be entitled in the Congress:

but no Senator or Representative, or person holding an office of trust or profit under the United States, shall be appointed an elector.

(3) [The electors shall meet in their respective States, and vote by ballot for two persons, of whom one at least shall not be an inhabitant of the same State with themselves. And they shall make a list of all the persons voted for, and of the number of votes for each; which list they shall sign and certify, and transmit sealed to the seat of the Government of the United States, directed to the President of the Senate. The President of the Senate shall, in the presence of the Senate and House of Representatives, open all the certificates, and the votes shall then be counted. The person having the greatest number of votes shall be the President, if such number be a majority of the whole number of electors appointed; and if there be more than one who have such majority, and have an equal number of votes, then the House of Representatives shall immediately choose by ballot one of them for President; and if no person have a majority, then from the five highest on the list the said House shall in like manner choose the President. But in choosing the President, the votes shall be taken by States, the representation from each State having one vote; a quorum for this purpose shall consist of a member or members from two thirds of the States, and a majority of all the States shall be necessary to a choice. In every case, after the choice of the President, the person having the greatest number of votes of the electors shall be the Vice-President. But if there should remain two or mroe who have equal votes, the Senate shall choose from them by ballot the Vice-President.]

(4) The Congress may determine the time of choosing the electors, and the day on which they shall give their votes; which day shall be the same throughout the United States.

(5) No person except a natural-born citizen, or a citizen of the United States at the time of the adoption of this Constitution, shall be eligible to the office of President; neither shall any person be eligible to that office who shall not have attained to the age of thirty-five years, and been fourteen years a resident within the United States.

(6) In case of the removal of the President from office, or of his death, resignation, or inability to discharge the powers and duties of the said office, the same shall devolve on the Vice-President, and the Congress may by law provide for the case of removal, death, resignation or inability, both of the President and Vice-President, declaring what officer shall then act as President, and such officer shall act accordingly, until the disability be removed, or a President shall be elected.

(7) The President shall, at stated times, receive for his services, a compensation, which shall neither be increased nor diminished during the period for which he shall have been elected, and he shall not receive within that period any other emolument from the United States, or any of them.

(8) Before he enter on the execution of his office, he shall take the following oath or affirmation:--"I do solemnly swear (or affirm) that I will faithfully execute the office of President of the United States, and will to the best of my ability, preserve, protect and defend the Constitution of the United States."

Section 2. (1) The President shall be commander in chief of the army and navy of the United States, and of the militia of the several States, when called into the actual service of the United States; he may require the opinion, in writing, of the principal officer in each of the executive departments, upon any subject relating to the duties of their respective offices, and he shall have power to grant reprieves and pardons for offenses against the United States, except in cases of impeachment.

(2) He shall have power, by and with the advice and consent of the Senate, to make treaties, provided two thirds of the Senators present concur; and he shall nominate, and by and with the advice and consent of the Senate, shall appoint ambassadors, other public ministers and consuls, judges of the Supreme Court, and all other officers of the United States, whose appointments are not herein otherwise provided for, and which shall be established by law: but the Congress may by law vest the appointment of such inferior officers, as they think proper, in the President alone, in the courts of law, or in the heads of departments.

(3) The President shall have power to fill up all vacancies that may happen during the recess of the Senate, by granting commissions which shall expire at the end of their next session.

Section 3. He shall from time to time give to the Congress information of the state of the Union, and recommend to their consideration such measures as he shall judge necessary and expedient; he may, on extraordinary occasions, convene both Houses, or either of them, and in case of disagreement between them, with respect to the time of adjournment, he may adjourn them to such time as he shall think proper; he shall receive ambassadors and other public ministers; he shall take care that the laws be faithfully executed, and shall commission all the officers of the United States.

Section 4. The President, Vice-President and all civil officers of the United States, shall be removed from office on impeachment for, and conviction of, treason, bribery, or other high crimes and misdemeanors.

ARTICLE III

The Judicial Department

Section 1. The judicial power of the United States, shall be vested in one Supreme Court, and in such inferior courts as the Congress may from time to time ordain and establish. The judges, both of the Supreme and inferior courts, shall hold their offices during good behavior, and shall, at stated times, receive for their services, a compensation, which shall not be diminished during their continuance in office.

Section 2. (1) The judicial power shall extend to all cases, in law and equity, arising under this Constitution, the laws of the United States, and treaties made, or which shall be made, under their authority;--to all cases affecting ambassadors, other public ministers and consuls;--to all cases of admiralty and maritime jurisdiction;--to controversies between two or more States; [between a State and citizens of another State;] between citizens of different States;--between citizens of the same State claiming lands under grants of different States, and between a State, or the citizens thereof, and foreign states, [citizens or subjects].

(2) In all cases affecting ambassadors, other public ministers and consuls, and those in which a State shall be party, the Supreme Court shall have original jurisdiction. In all the other cases before mentioned, the Supreme Court shall have appellate jurisdiction, both as to law and fact, with such exceptions, and under such regulations as the Congress shall make.

(3) The trial of all crimes, except in cases of impeachment, shall be by jury; and such trial shall be held in the State where said crimes shall have been committed; but when not committed within any State, the trial shall be at such place or places as the Congress may by law have directed.

Section 3. (1) Treason against the United States, shall consist only in levying war against them, or in adhering to their enemies, giving them aid and comfort. No person shall be convicted of treason unless on the testimony of two witnesses to the same overt act, or on confession in open court.

(2) The Congress shall have power to declare the punishment of treason, but no attainder of treason shall work corruption of blood, or forfeiture except during the life of the person attainted.

ARTICLE IV

Relation of the States to Each Other

Section 1. Full faith and credit shall be given in each State to the public acts, records, and judicial proceedings of every other State. And the Congress may by general laws prescribe the manner in which such acts, records and proceedings shall be proved, and the effect thereof.

Section 2. (1) The citizens of each State shall be entitled to all privileges and immunities of citizens in the several States.

(2) A person charged in any State with treason, felony, or other crimes, who shall flee from justice, and be found in another State, shall on demand of the executive authority of the State from which he fled, be delivered up, to be removed to the State having jurisdiction of the crime.

(3) [No person held to service or labor in one State, under the laws thereof, escaping into another, shall, in consequence of any law or regulation therein, be discharged from such service or labor, but shall be delivered up on claim of the party to whom such service or labor may be done.]

Relation of the United States to States and Territories

Section 3. (1) New States may be admitted by the Congress into this Union; but no new State shall be formed or erected within the jurisdiction of any other State; nor any State be formed by the junction of two or more States, or parts of States, without the consent of the legislatures of the States concerned as well as of the Congress.

(2) The Congress shall have power to dispose of and make all needful rules and regulations respecting the territory or other property belonging to the United States; and nothing in this Constitution shall be so construed as to prejudice any claims of the United States, or of any particular State.

Section 4. The United States shall guarantee to every State in this Union a republican form of government, and shall protect each of them against invasion; and on application of the legislature, or of the executive (when the legislature cannot be convened) against domestic violence.

ARTICLE V

Provision for Amending the Constitution

The Congress, whenever two-thirds of both Houses shall deem it necessary, shall propose amendments to this Constitution, or, on the application of the legislatures of two-thirds of the several States, shall call a convention for proposing amendments, which, in either case, shall be valid to all intents and purposes, as part of this Constitution, when ratified by the legislatures of three-fourths of the several States, or by conventions in three-fourths thereof, as the one or the other mode of ratification may be proposed by the Congress; provided [that no amendment which may be made prior to the year one thousand eight hundred and eight shall in any manner affect the first and fourth clauses in the ninth section of the first Article; and] that no State, without its consent, shall be deprived of its equal suffrage in the Senate.

ARTICLE VI

National Debts

(1) All debts contracted and engagements entered into, before the adoption of this constitution, shall be as valid against the United States under this Constitution, as under the Confederation.

Supremacy of the National Government

(2) This Constitution, and the laws of the United States which shall be made in pursuance thereof; and all treaties made, or which shall be made, under the authority of the United States, shall be the supreme law of the land; and the judges in every State shall be bound thereby, anything in the constitution or laws of any State to the contrary notwithstanding.

(3) The Senators and Representatives before mentioned, and the members of the several State legislatures, and all executive and judicial officers, both of the United States and of the several States, shall be bound by oath or affirmation, to support this constitution; but no religious test shall ever be required as a qualification to any office or public trust under the United States.

ARTICLE VII

The ratification of the conventions of nine States, shall be sufficient for the establishment of this Constitution between the States so ratifying the same.

Done in Convention by the unanimous consent of the States present the seventeenth day of September in the year of our Lord one thousand seven hundred and eighty-seven and of the independence of the United States the twelfth. In witness whereof we have hereunto subscribed our names.

Brackets [ ] indicate parts that have been changed or set aside by amendments.

BILL OF RIGHTS
AMENDMENTS TO THE UNITED STATES CONSTITUTION

AMENDMENT 1

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

AMENDMENT 2

A well-regulated militia, being necessary to the security of a free State, the right of the people to keep and bear arms, shall not be infringed.

AMENDMENT 3

No soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

AMENDMENT 4

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

AMENDMENT 5

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life and limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

AMENDMENT 6

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

AMENDMENT 7

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any court of the United States, than according to the rules of the common law.

AMENDMENT 8

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

AMENDMENT 9

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

AMENDMENT 10

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

AMENDMENT 11

The judicial power of the United States shall not be construed to extend to any suit in law or equity, commenced or prosecuted against one of the United States by citizens of another State, or by citizens or subjects of any foreign state.

AMENDMENT 12

The electors shall meet in their respective States and vote by ballot for President and Vice-President, one of whom, at least, shall not be an inhabitant of the same State with themselves; they shall name in their ballots the person voted for as President, and in distinct ballots the person voted for as Vice-President, and they shall make distinct lists of all persons voted for as President, and of all persons voted for as Vice-President, and of the number of votes for each, which lists they shall sign and certify, and transmit sealed to the seat of the Government of the United States, directed to the President of the Senate;--the President of the Senate shall, in the presence of the Senate and House of Representatives, open all the certificates and the votes shall then be counted;--the person having the greatest number of votes for President, shall be the President, if such number be a majority of the whole number of electors appointed; and if no person have such majority, then from the persons having the highest numbers not exceeding three on the list of those voted for as President, the House of Representatives shall choose immediately, by ballot, the President. But in choosing the President, the votes shall be taken by States, the representation from each State having one vote; a quorum for this purpose shall consist of a member or members from two thirds of the States, and a majority of all the States shall be necessary to a choice. And if the House of Representatives shall not choose a President whenever the right of choice shall devolve upon them, [before the fourth day of March next following,] then the Vice-President shall act as President, as in the case of the death or other constitutional disability of the President.--The person having the greatest number of votes as Vice-President, shall be the Vice-President, if such number be a majority of the whole number of electors appointed, and if no person have a majority, then from the two highest numbers on the list, the Senate shall choose the Vice-President; a quorum for the purpose shall consist of two thirds of the whole number of Senators, and a majority of the whole number shall be necessary to a choice. But no person constitutionally ineligible to the office of President shall be eligible to that of Vice-President of the United States.

AMENDMENT 13

Section 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

Section 2. Congress shall have power to enforce this article by appropriate legislation.

AMENDMENT 14

Section 1. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Section 2. Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State, excluding Indians not taxed. But when the right to vote at any election for the choice of electors for President and Vice-President of the United States, Representatives in Congress, the executive and judicial officers of a State, or the members of the legislature thereof, is denied to any of the male inhabitants of such State, being twenty-one years of age, and citizens of the United States, or in any way abridged, except for participation in rebellion, or other crime, the basis of representation therein shall be reduced in the proportion which the number of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such State.

Section 3. No person shall be a Senator or Representative in Congress, or elector of President and Vice-President, or hold any office, civil or military, under the United States, or under any State, who, having previously taken an oath, as a member of Congress, or as an officer of the United States, or as a member of any State legislature, or an an executive or judicial officer of any State, to support the Constitution of the United States, shall have engaged in insurrection or rebellion against the same, or given aid or comfort to the enemies thereof. But Congress may by a vote of two thirds of each House, remove such disability.

Section 4. The validity of the public debt of the United States, authorized by law, including debts incurred for payment of pensions and bounties for services in suppressing insurrection or rebellion, shall not be questioned. But neither the United States nor any State shall assume or pay any debt or obligation incurred in aid of insurrection or rebellion against the United States, or any claim for the loss or emancipation of any slave; but all such debts, obligations and claims shall be held illegal and void.

Section 5. The Congress shall have power to enforce, by appropriate legislation, the provisions of this article.

AMENDMENT 15

Section 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on acount of race, color, or previous condition of servitude.

Section 2. The Congress shall have power to enforce this article by appropriate legislation.

AMENDMENT 16

The Congress shall have the power to lay and collect taxes on incomes, from whatever source derived, without apportionment among the several States, and without regard to any census or enumeration.

AMENDMENT 17

(1) The Senate of the United States shall be composed of two Senators from each State, elected by the people thereof for six years; and each Senator shall have one vote. The electors in each State shall have the qualification requisite for electors of the most numerous branch of the State legislatures.

(2) When vacancies happen in the representation of any State in the Senate, the executive authority of such State shall issue writs of election to fill such vacancies: Provided, That the legislature of any State may empower the executive thereof to make temporary appointments until the people fill the vacancies by election as the legislature may direct.

(3) This Amendment shall not be so construed as to affect the election or term of any Senator chosen before it becomes valid as part of the Constitution.

AMENDMENT 18

Section 1. After one year from the ratification of this article the manufacture, sale, or transportation of intoxicating liquors within, the importation thereof into, or the exportation thereof from the United States and all territory subject to the jurisdiction thereof for beverage purposes is hereby prohibited.

Section 2. The Congress and the several States shall have concurrent power to enforce this article by appropriate legislation.

Section 3. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of the several States, as provided in the Constitution, within seven years from the date of the submission hereof to the States by the Congress.

AMENDMENT 19

Section 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.

Section 2. Congress shall have power to enforce this article by appropriate legislation.

AMENDMENT 20

Section 1. The terms of the President and Vice-President shall end at noon on the 20th day of January, and the terms of Senators and Representatives at noon on the third day of January, of the year in which such terms would have ended if this article had not been ratified; and the terms of their successors shall then begin.

Section 2. The Congress shall assemble at least once in every year, and such meeting shall begin at noon on the third day of January, unless they shall by law appoint a different day.

Section 3. If, at the time fixed for the beginning of the term of the President, the President elect shall have died, the Vice-President elect shall become President. If a President shall not have been chosen before the time fixed for the beginning of his term, or if the President elect shall have failed to qualify, then the Vice-President elect shall act as President until a President shall have qualified; and the Congress may by law provide for the case wherein neither a President elect nor a Vice-President elect shall have qualified, declaring who shall then act as President, or the manner in which one who is to act shall be selected, and such person shall act accordingly until a President or Vice-President shall have qualified.

Section 4. The Congress may by law provide for the case of the death of any of the persons from whom the House of Representatives may choose a President whenever the right of choice shall have devolved upon them, and for the case of the death of any of the persons from whom the Senate may choose a Vice-President whenever the right of choice shall have devolved upon them.

Section 5. Sections 1 and 2 shall take effect on the 15th day of October following the ratification of this article.

Section 6. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three fourths of the several States within seven years from the date of its submission.

AMENDMENT 21

Section 1. The Eighteenth Article of Amendment to the Constitution of the United States if hereby repealed.

Section 2. The transportation or importation into any State, Territory, or possession of the United States for delivery or use therein of intoxicating liquors, in violation of the laws thereof, is hereby prohibited.

Section 3. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by conventions in the several States, as provided in the constitution, within seven years from the date of the submission hereof to the States by the Congress.

AMENDMENT 22

Section 1. No person shall be elected to the office of the President more than twice, and no person who has held the office of President, or acted as President, for more than two years of a term to which some other person was elected President shall be elected to the office of

the President more than once. But this article shall not apply to any person holding the office of President when this article was proposed by the Congress, and shall not prevent any person who may be holding the office of President, or acting as President, during the term within which this article becomes operative from holding the office of President or acting as President during the remainder of such term.

Section 2. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three-fourths of the several States within seven years from the day of its submission to the States by the Congress.

AMENDMENT 23

Section 1. The District constituting the seat of Government of the United States shall appoint in such manner as the Congress may direct: A number of electors of President and Vice-President equal to the whole number of Senators and Representatives in Congress to which the District would be entitled if it were a State, but in no event more than the least populous State; they shall be in addition to those appointed by the States, but they shall be considered, for the purposes of the election of President and Vice-President, to be electors appointed by a State; and they shall meet in the District and perform such duties as provided by the twelfth article of amendment.

Section 2. The Congress shall have power to enforce this article by appropriate legislation.

AMENDMENT 24

Section 1. The right of citizens of the United States to vote in any primary or other election for President or Vice-President, or for Senator or Representative in Congress, shall not be denied or abridged by the United States or any State by reason of failure to pay any poll tax or other tax.

Section 2. The Congress shall have power to enforce this article by appropriate legislation.

AMENDMENT 25

Section 1. In case of the removal of the President from office or of his death or resignation, the Vice-President shall become President.

Section 2. Whenever there is a vacancy in the office of the Vice-President, the President shall nominate a Vice-President who shall take office upon confirmation by a majority vote of both Houses of Congress.

Section 3. Whenever the President transmits to the President pro tempore of the Senate and the Speaker of the House of Representatives his wwitten declaration that he is unable to discharge the powers and duties of his office, and until he transmits to them a written declaration to the contrary, such powers and duties shall be discharged by the Vice-President as Acting President.

Section 4. Whenever the Vice-President and a majority of either the principal officers of the executive departments or of such other body as Congress may by law provide, transmit to the President pro tempore of the Senate and the Speaker of the House of Representatives their

written declaration that the President is unable to discharge the powers and duties of his office, the Vice-President shall immediately assume the powers and duties of the office as Acting President.

Thereafter, when the President transmits to the President pro tempore of the Senate and the Speaker of the House of Representatives his written declaration that no inability exists, he shall resume the powers and duties of his office unless the Vice-President and a majority of either the principal officers of the executive department or of such other body as Congress may by law provide, transmit within four days to the President pro tempore of the Senate and the Speaker of the House of Representatives their written declaration that the President is unable to discharge the powers and duties of his office. Thereupon Congress shall decide the issue, assembling within forty-eight hours for that purpose if not in session. If the Congress, within twenty-one days after receipt of the latter written declaration, or, if Congress is not in session, within twenty-one days after Congress is required to assemble, determines by two-thirds vote of both Houses that the President is unable to discharge the powers and duties of his office, the Vice-President shall continue to discharge the same as Acting President; otherwise, the President shall resume the powers and duties of his office.

AMENDMENT 26

Section 1. The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any State on account of age.

Section 2. The Congress shall have power to enforce this article by appropriate legislation.